american VOCATIONAL journal

FEBRUARY 1961

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new books

Family Nursing and Child Care by C. Luise Riehl, R.N. Chas. A. Bennett Co., Peoria, Ill., 1961. 384 pages, $4.80 for the School Edition and $6.00 for the Trade Edition.

Combines keen psychological understanding of human needs with best professional nursing procedures. It is highly recommended for use as a high school text, nurses' aid training, practical nursing courses. Contains 300 photographs and drawings based on actual home conditions.

* * *

How to Speak and Write for Rural Audiences by E. R. Eastman. Interstate Printers and Publishers, Inc., Danville, Ill., 1960. 164 pages, $3.95.

A straightforward how-to-do-it book written for the beginner by a distinguished author, editor, educator, and philosopher. Easily (and enjoyably) understood, this book covers the whole field of personal communications from the ground up.

* * *

Organization and Effective Use of Advisory Committees, a U. S. Office of Education booklet OE-84009, 75 pages, for sale by U. S. Government Printing Office, Washington 25, D. C., 30 cents.

Purpose of this bulletin is to develop a better understanding and appreciation of the role of the formally constituted advisory committee. It is designed to serve as a guide for local administrators and teachers of trade and industrial education programs, but it should be of assistance to all who work with advisory groups. It covers the following committee work: types, functions, establishment, organization, and effectiveness.

* * *

Modern Machine Woodworking by William F. Holtrop, professor of industrial arts at University of California. Bruce Publishing Co., Milwaukee 1, Wisc., 1960, $4.50.

A complete illustrated presentation of the various woodworking machines and the operations that can be performed with them. Machines representative of each type are described and compared in detail. This is a revision of the book written by Herman Hjorth.

* * *

Textile Handbook prepared by members of the textiles and clothing section of the American Home Economics Association, 1600 Twentieth St., Washington 9, D. C. 108 pages, paper-bound, $1.25.

Covers textiles from fiber through finished fabric and includes the newer man-made fibers and the newer finishes used on all fibers. It is written for consumers and for home economists who work with consumers. Special features of the handbook are chapters on textile legislation and textile standards.

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—1961 Summary, The National Grange Legislative Policies and Programs

Your Future in Poultry Farming, by John W. Goodman and David C. Tudor. Prentice-Hall, Inc., Englewood Cliffs, New Jersey. 1960, 412 pages, $5.25.

This text gives the poultry student a clear understanding of the planning and problems of profitable farming, helps the young farmer get off to a sound start in his new business, and supplies the established poultryman with current information on recommended methods of management. The material is derived from the authors' personal experience.

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National Electrical Code and Blueprint Reading
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HERE AND THERE

Following announcement of the formation of The DECA Foundation at the AVA Convention, the first *individual* financial contribution ever received by DECA came from George A. Scott, President of the Walker Scott Company, San Diego, Calif. Mr. Scott's contribution of $10,000 was made at the National Retail Merchants Association meeting in New York City on January 11. His contribution triggered action which has already quadrupled that amount.

The DECA Foundation will help provide scholarships and loans to students who wish to further their education. A meeting will be held in Washington February 16 and 17 to work out details of eligibility requirements for students who desire to take advantage of the Foundation's scholarship program.

●

New officers of the National Association of State Directors of Vocational Education were elected during the AVA's Los Angeles Convention. Officers to serve NASDVE during 1961 are Walter M. Arnold, President, Kansas; Joseph R. Strobel, Vice-president, New York; and Mark Nichols, Secretary-Treasurer, Utah.

●

The American Home Economics Association, will hold its 52nd annual meeting in Cleveland, Ohio, June 27 to 30, 1961. The program will include speakers of national and international importance, experts in various areas of home economics, exhibits of the latest developments in products and services used by home economists, trips to places of professional interest, and social events to provide relaxation for the busy delegates. AHEA President, Dr. Dorothy Siegert Lyle, will preside at the opening session.

●

A new super-precision dial indicator with accuracy of plus or minus .00001" has been announced by The L. S. Starrett Company, Athol, Mass. Starrett No. 25-106 Dial Indicator is designed for applications requiring extreme precision such as shop inspection, laboratory standards or laboratory work. Widely spaced graduations read in .00005", and the dial reading is .0015-0-.0015, with a total range of .003".

J. F. Ingram, Montgomery, Ala., has been promoted to State Director of Vocational Education. He has served as State Supervisor of Trade and Industrial Education for the past 13 years and succeeds Dr. R. E. Cammack who retired December 31.

As State Director of Vocational Education Mr. Ingram will administer the statewide program of Vocational Education which includes the services of Agricultural Education, Home Economics Education, and Trade and Industrial Education. These programs provide education and training opportunities to 49,433 in-school students

and 44,822 adults or a total enrollment of 94,255 annually.

Mr. Ingram had served as assistant state supervisor and teacher trainer in the program for seven years. He has also served as high school principal, teacher and co-ordinator of Trade and Industrial Education.

Mr. Ingram attended Troy College two years and later the University of Alabama where he received his bachelor's and master's degrees. He is a past president of the AVA and has served as president, vice-president, and secretary-treasurer of the National Association of State Supervisors of Trade and Industrial Education.

"I do the very best I know how—the very best I can; and I mean to keep doing so until the end. If the end brings me out all right, what is said against me won't amount to anything. If the end brings me out wrong, then angels swearing I was right would make no difference."

—Abraham Lincoln

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Editor-In-Chief

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Latest Word from Washington

This issue of the JOURNAL is devoted almost exclusively to a report of activities and programs at the 54th Annual Vocational Convention held at Los Angeles, December 4th-9th. Judging from the contents of scores of letters we have received, this was another very good convention. Every communication thus far received has been complimentary. They especially commend the fine work of the local committee, the program chairmen and others who had responsibilities in planning, staging and managing the convention.

The AVA office is grateful indeed for the wonderful cooperation received from state and local vocational and industrial arts teachers and officials of Los Angeles and of California.

Hundreds of people participated on convention programs. Facts and new developments presented and discussed will have great influence in shaping future vocational and industrial arts programs of our nation.

There is no way to estimate the value of vocational and industrial arts education that has evolved from national conventions sponsored by AVA. It is at these annual meetings that leaders from every part of the nation discuss new and evolving programs, exchange ideas and plan future developments. Through this interchange of ideas, methods and procedures our nation's program of vocational education has been developed and strengthened. Without these annual professional meetings the vocational and industrial arts programs would, in a few years, become less effective and in time would cease to function on a sound and efficient basis.

VOCATIONAL BUDGET FOR FISCAL 1962. Before leaving office President Eisenhower presented to National Congress "The Budget for the U.S. Government" for fiscal 1962. By law "The Budget" must be presented each year on or before January 20. The Kennedy Administration will in all likelihood send to Congress amendments to the "Eisenhower Budget."

Before we went to press, the budget figures had not been made public. We learned, however, from a usually reliable source that the "Eisenhower Budget" for the first time since the present Administration has been in power carries no recommendation for a cut in vocational appropriations and no proposal to repeal existing laws. In other words, the "Eisenhower Budget" calls for the full amount authorized under Title I of the George-Barden Act for Agriculture, Distributive Education, Home Economics and Trades and Industry, and in addition $4 million for practical nurse training -- which cannot be appropriated unless Congress approves an extension of the Practical Nurse Law.

"The Budget" also calls for an appropriation of $11.8 million dollars for area vocational education programs -- an increase of $2.8 million. The law authorizing appropriations for this program will in all likelihood be up for extension and amendments during this session of Congress.

AVA'S PROGRAM DEVELOPMENT COMMITTEE, composed of the President, the immediate Past President and the Executive Secretary, met in Washington on January 13th and 14th. Purpose of the meeting was to make preliminary plans for a larger group of vocational leaders to meet some time during February to approve the details

of provisions of legislative proposals and to plan strategy for carrying out the mandates of the House of Delegates at its recent meeting, as set forth in resolutions that were approved unanimously.

Resolutions 9 through 13 -- carried in this issue of the JOURNAL -- set forth the legislative program approved by the AVA House of Delegates at the Los Angeles meeting to be supported by the AVA during the 87th Congress -- that is, during 1961 and 1962.

Just prior to the beginning of the new year, work was started on the preparation of proposed amendments to the George-Barden Act as authorized by the House of Delegates in Resolution No. 9. Plans are also underway for amending and extending the Practical Nurse Act and the area vocational education title of the National Defense Education Act, as authorized by Resolutions 10 and 11.

It is our hope that all these proposals will be introduced in the House and Senate at an early date. Every effort will be made to secure support of the Kennedy Administration for these measures.

Representative groups of vocational leaders will be brought to Washington to work with the AVA lawyer and appropriate officials of the government to develop language for the proposals. This is in keeping with AVA tradition and policies. AVA does not champion or support legislation that has not been carefully studied and approved by the Executive Committee or the House of Delegates or both.

"GOALS FOR AMERICA." This is the title of a paperbound book which comprises the report of "The President's (Eisenhower's) Commission on National Goals." The volume was published by Prentice Hall, Englewood Cliffs, New Jersey, and sells for one dollar per copy. This book should be in the library of every vocational teacher and leader. It is one you will want to read and study.

Members of the Commission that produced it are as follows:

Alfred M. Gruenther, General, U.S.A. (ret.)
President, American Red Cross; Supreme Allied Commander in Europe, 1953-56.

Learned Hand
Retired Judge, U. S. Court of Appeals for the Second Circuit. Served until October 1, 1960.

James R. Killian, Jr.
Chairman of the Corporation, Massachusetts Institute of Technology; Special Assistant to the President of the United States for Science and Technology, 1957-59.

Crawford H. Greenewalt
President, E. I. du Pont de Nemours & Company.

Erwin D. Canham
Editor-in-Chief, Christian Science Monitor; President, United States Chamber of Commerce, 1959-60.

Clark Kerr
President, University of California

Frank Pace, Jr., Vice Chairman
Chairman of the Board, General Dynamics Corporation; Secretary of the Army, 1950-53.

James B. Conant
Ambassador to the Federal Republic of Germany, 1955-57; President, Harvard University, 1933-53.

Henry M. Wriston, Chairman
President, The American Assembly, Columbia University; President, Brown University, 1937-55.

George Meany
President, AFL-CIO

Colgate W. Darden, Jr.
Governor, Commonwealth of Virginia, 1942-46; Member of Congress, 1933-37, 1939-41; President, University of Virginia, 1947-59.

The book "Goals for America" contains many statements about occupational training and other sentences and paragraphs which imply that there is a great need for strengthening America's program of vocational education.

M. D. Mobley
Executive Secretary and
Editor-in-Chief

WELCOME TO CALIFORNIA

Roy E. Simpson
Supt. of Public Instruction
California

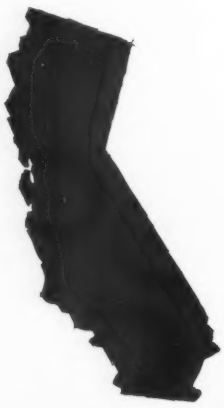
IT IS A PLEASURE to welcome the American Vocational Association to California again. This is the third time during my tenure as State Superintendent of Public Instruction to greet you on behalf of the Golden State.

The first time was in 1947 when you met here in Los Angeles with Florence Fallgatter as your president. The second time was in San Francisco in 1954 with Mark Nichols presiding.

By your convening in our state every seven years, we derive several benefits. Your being here energizes your colleagues the length of California. In their role as hosts, they work together with an effort felt throughout the ranks of vocational education in our state. That activity has a vitalizing effect on vocational education in California. I am sure it has produced an excellent program for this conference.

Likewise, this conference brings together a vast resource of ideas and experience. It injects a healthy stimulant of discussion and debate into your sector of public education. That, too, is welcome, particularly at this time.

This is a time of challenge for all of public education. When I faced my first class in 1915, I found education filled with challenge. In the context of that day and age, I suppose it was.



Today the context of public education has expanded explosively. Its horizons have been pushed far out into our own world and the worlds beyond. Public education holds a more dominant position in our lives than ever before.

Recent studies by the federal Department of Labor underscore this position. One study showed that of every four young people unemployed, three had failed to finish high school. It also proved again the high correlation between lack of skill and susceptibility to unemployment.

Add to this the changing character of American employment. We are the first nation in history to have fewer persons in manual labor jobs than non-manual work. In the 1960's, white collar jobs are going to increase far faster than blue collar employment.

The manpower needs for this decade—with 13 million new jobs estimated—emphasize education. Skills must be acquired before going on the job. The day is rapidly vanishing when skills can be learned on the job. If there is doubt of this, not that there will be 17 per cent fewer farm labor jobs in the 60's than in the 50's.

No one is better aware of education's increasingly dominant position in our lives than you. Vocational education has been linked inseparably with industry, business, and agriculture, and it is in these fields that technology has produced the changes reflected in Labor Department studies.

By its close association with these fields, vocational education itself has been spurred on to change. It has made use of this built-in metronome of progress to constantly improve itself. Industrial changes soon have been reflected in the classroom.

The academic areas, it seems to me, have not been so closely linked with those sectors in our nation which are being changed. Nor have school boards nor school admin-

Please turn to Page 4

WELCOME TO LOS ANGELES

Ellis A. Jarvis
Superintendent
Los Angeles City Schools

MR. CHAIRMAN, Distinguished Guests, and Members of the American Vocational Association:

It is a privilege for me to have this opportunity to welcome you to Los Angeles and to assure you that you are in friendly territory.

I want you to know that I feel at home with this group, having at one time participated actively in the program. Claiming kinship is sometimes accomplished at the remote level of third cousin, but there was a time when I taught science and mathematics related to Smith-Hughes classes, and I still hold a Vocational Life Diploma in Instrumental music. This should at least entitle me to standing room at the back of the hall.

I think you will be interested in some of the facts concerning our Los Angeles City Schools. Possibly the most unusual aspect is the size of our district—over 800 square miles—only half of which is composed of the city of Los Angeles. To travel from one of our high schools at the west end of the San Fernando Valley to San Pedro High School at the Los Angeles Harbor, you would have to drive 54 miles. Transportation is a major problem as you will soon find if you undertake to go almost anyplace by taxi. Contained within our school district are several separate municipalities, to say nothing of a great diversity of communities and neighborhoods with a great variety of educational needs.

The second most important characteristic of our school system has been its explosive growth, constituting, as it now does, the second largest system in the United States. To stay somewhat even in school housing, we have been spending approximately a million and a half dollars a week on school construction. This will rise to two million dollars weekly as the result of a $153,000,000 bond issue recently approved by a vote of well over 70 per cent by the electorate.

Our annual budget now exceeds a quarter of a billion dollars, to maintain over 420 elementary schools, 65 junior high schools 45 senior high schools, 27 adult schools, and 7 junior colleges.

I mention these figures not with the idea that size and numerical growth are achievements about which to boast, but as illustrative of major problems with which we have had to cope.

May I be pardoned for stating that one reason why we are happy to have you as visitors is that we are proud of our vocational and practical arts program.

We believe we have one of the strongest apprenticeship programs in the nation, embracing 56 separate trades.

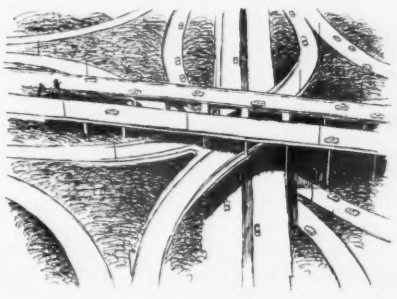
Unique among metropolitan school districts are our programs of general agriculture and vocational agriculture.

Also we believe that within our distributive education program, our sales programs and the development of placement opportunities are unique. Los Angeles has grown into the second largest market area in the United States.

We are particularly interested in the potentialities of our newly developed Industrial Occupations Program, planned as a "job readiness" program to meet the needs of terminal pupils who have the basic skills necessary for entrance into "families" of occupations. More specific training is reserved for post-high school and on-the-job. This is a local program, maintained without Federal support.

May I say to you that our Los Angeles staff was

Please turn to Page 40



IN A NUTSHELL . . .

THE CONVENTION

by Melvin L. Barlow
Director, Division of Vocational Education
University of California
Los Angeles

ON THE eighth day of October, 1542, Cabrillo landed on the coast near the present site of Los Angeles. He "found the country to be good with many valleys, plains, and groves." The record indicates further that "he captured a canoe containing Indians, who spoke to him by signs . . ." Two hundred thirty-nine years later, in 1781, El Pueblo de Nuestra Senora la Reina de Los Angeles de Porciuncula was founded.

Delegates to the 54th Annual Convention of the American Vocational Association, in 1960, captured a whole city of nearly three million inhabitants. The delegates also spoke to the natives by signs, as well as by writing, by voice, by motion pictures, by newspapers, and by television, indicating, among other things, that they too found the country to be good.

When the greetings had been said and old friendships had been renewed. the delegates settled down to the serious business of the professional activities of vocational education. In unity, and in separate groups, agriculture, business, distributive, homemaking, industrial arts, trade and industrial, and vocational guidance, considered their gains, reached new conclusions concerning goals, and moved relentlessly in the pursuit of excellence to bolster our national economy and to prepare youth and adults for greater contributions to the luxury of democracy.

Our city, the Queen of the Angels, donned her royal regalia, adjusted her crown of warm sunshine, and welcomed the delegates to a week of activity, free of smog and fog. THE SHIP sailed into the harbor on the first day of the convention. Her illustrious Captain, Harry Masters, master mariner of many years, her deck officer Ed Bellezzo and his able bodied crew, exhibited a vast selection of the materials, machines, and processes which are the foundations of vocational and practical arts education.

Twenty-four hundred delegates attended 215 meetings in which 824 persons presented views of challenging and inspiring portent. At the premiere showing of the film "Knowledge and Skills," prepared as a means of promoting trade and industrial education throughout the schools of the country, Jim Worthy, Chairman of the Board of the Sears-Roebuck Foundation, remarked:

> "In our interest in the quality and quantity of education we must be conscious not only of education in

The Convention's Registration Desk was a busy place as attendees checked in from all over the country.

the arts, sciences, and humanities, but we must also be concerned with education in the area of vocational education in order to keep the wheels of the country going."

At the first general session of the American Vocational Association, Howard Pyle, President of the National Safety Council, and former Governor of Arizona, concluded his inspiring talk by saying:

"We need first, a new kind of seriousness on the part of students; we need more recognition of the facets of vocational guidance; and we need DRIVE. A better mouse-trap is no guarantee of its use. We have a better mouse-trap in vocational education, but what are we going to do about it? COMMUNICATION is needed to reach the populace. We need spunk, spirit and conviction, and must lay hold of tools of combat of this age to win the game of coexistence. Toys, gadgets and tinkering lead us to aimlessness. But accepting a challenge is our only chance of salvation—which challenge we should accept with vigor and enthusiasm."

Dr. Roy E. Simpson, California State Superintendent of Public Instruction, brought the greetings of the State of California to the convention at the second general session. Dr. Simpson told the delegates that (1) the context of public education holds a more dominant position than ever before in U. S. history; (2) we are the first nation in history to have more people in non-manual than in manual dexterity jobs —showing increased need for skills learned in schools; (3) industrial changes are reflected in the vocational education classroom sooner than in the academic classroom and results in the greater rate of growth of the vocational education program; (4) the schism between academic and vocational education programs is narrowing because of demands of industry, and because of the coming together of the academic and vocational cultures; and (5) the comprehensive high school will be stronger by maintaining the quality of both programs.

Mark Nichols, former AVA President, reported eloquently upon the Russian system of education indicating that "vocational education is the corner stone of Russia's economic drive for growth." In addition to his vivid description of the Russian schools Nickols advised the delegates that "vocational education must be the big stick the U. S. carries while it continues to talk softly; vocational know-how must be extended to preserve peace and help democracy to go on the offensive in the economic race."

Dr. Mobley opens the AVA House of Delegates by calling the roll.

But back to the 2400 delegates, the 215 meetings and the 324 speakers and panel members. What did they do? What did they say? What conclusions did they reach? In the first place there was a noticeable movement among the groups to take stock of the present status of their programs and to identify with precision their recent gains. This information was shared in order to develop a group understanding of the nature of the practical arts and vocational education in today's world. There was a definite air of pride noticeable as the various sections of AVA reviewed the evidence showing the importance of their programs in the American economy. This degree of pride in no way blinded the delegates to the necessity of continuous evaluation, lest they lose quality, and many of the meetings, speakers and panel members dealt with "quality instruction," "appraisal," "improvement," "better utilization" of the elements of their program and better placement and follow-up of students. The delegates and speakers sought avidly the real contributions of their program and the implications of these contributions on a wide base of concern.

There was much talk of "balanced programs" with the implication that onesidedness might still lurk unobserved, ready to pursue its diabolical schemes. A balanced program of education meant many things among which were: more and better fundamental education, more and better vocational guidance, more and better vocational programs, and realistic selection, placement and follow-up of students. A balanced program meant serving the real life needs of the student and the community; it meant also concentrated attention upon articulation and integration of subject matter.

In the second place, it seemed to your roving reporter, that the entire convention had indeed become research minded. They sought as one person to encourage all manner of research in order to answer the imperative questions which plague and disturb the modern educator in the practi-

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Exhibitors of goods and services contributed greatly to the success of the Convention.

The President's Report

E. M. Claude
1959-1960 President
American Vocational Association

IT IS ALWAYS a pleasure to report the activities of an organization when they are successful activities. So many good things resulted from the work of all of the members of the American Vocational Association during this year that my only problem is to choose those most worthy of mention in a brief report. All that I ask is that you not be disturbed by its brevity.

One of the best investments made by the AVA this year was in sending abroad two of our leaders to learn the truth about Russian education. They not only learned the truth, but they have been in various ways telling the American public about it. This was not his first speech on the subject, nor will it be his last. Dr. London, too, has been telling the story throughout the country. Since the vocational program in Russia was only recently brought under the Department of Education, none of the other American educators visiting Russian schools have ever had the opportunity of learning the truth about their Vocational Education program.

Upon their return from Russia these two men were interviewed by four writers for *U. S. News and World Report.* The resulting article appeared in the July 4, 1960 issue of that magazine. The article was reprinted later in the *Congressional Record.* Our alert staff in the AVA Washington office made available to all of us, through the pages of the October *Journal,* a reprint of the *U. S. News and World Report* article entitled, "The Truth About Soviet Education."

Much credit is due Dr. Mobley, as editor-in-chief of our magazine, for making available other reprints which we should be distributing in larger quantities. Among these are the addresses made by Secretary of Labor Mitchell and Dr. Conant at our Chicago Convention; Dr. Mobley's article entitled, "Vocational Education Outlook for the 60's," published in the January issue of *Outlook Magazine;* the *Wall Street Journal's* article on Russia's Expanding Vocational Education Program" and Dr. Conant's article on "Public Concern for all American Youth," published in the May issue of the *Ladies Home Journal.*

Stimulated by the work of the Public Information Committee and the Editorial Board of the *Journal,* there has been a tremendous increase in our efforts to get the story of vocational education before the public. Our cause has been helped immeasurably through articles by:

1. Mel Barlow in the *N.E.A. Journal*
2. Superintendents of some of America's great cities in *School Shop Magazine*
3. Lane Ash in *Industrial Arts and Vocational Education* Magazine
4. London and Nichols in the *School Board Journal*
5. Mark Nichols in the *Progressive Farmer*
6. And many others who told our story in state and national publications. In addition to *writing to ourselves,* we are beginning to *write to others.*

The Public Information Committee, under the able chairmanship of Dr. Hamlin, has published three brochures. Two more are in the hands of the printer. Three additional manuscripts are in progress. 50,000 copies of the three brochures already published have been distributed by AVA. Requests are on file for 6,000 additional copies. Kits of illustrative materials on public information are in preparation for distribution to state officers and state directors.

16,669 copies of 17 different materials prepared under the direction of the Publications Committee have been sold by the AVA office this year.

The newly appointed AVA Research Committee is already participating in many research programs. Plans are underway for reporting research findings through the pages of the *Journal* and appropriate bulletins.

The Committee on Vocationally Talented Pupils, including 33 members under the chairmanship of Franklin J. Keller, has already secured a grant through Rutgers University from the U. S. Office of Education Research Fund to support research on "A Study of Vocationally Talented Pupils." You may expect to hear a great deal more concerning this study as it progresses.

Advertising in the *Journal* continues to increase. We still need more. The September issue carried the Vocational Buyers Guide. Hereafter, it will be carried in a Spring issue.

Since most of the States have been saluted in the *Journal*, the Editorial Board this year emphasized what might be called salutes to various fields of Vocational Education. You will recall that certain issues featured industrial Arts in the 60's, Agriculture in the 60's, D. E. in the 60's, T and I in the 60's, and Homemaking in the 60's.

Films have been and are being developed to tell and show the vocational education story. Last Monday night many of you saw the new film "Progress and Promise." Financing this film by the AVA is a big undertaking, but I trust you'll agree that it is so valuable to all of us that you will want several copies for circulation in your state.

Another important film shown at this Convention for the first time is entitled, "Knowledge and Skills." This film was made by the Sears Roebuck Foundation in cooperation with the Policy and Planning Committee of the Trade and Industrial Division of the AVA.

Under the leadership of the Home Economics Branch of the U. S. Office of Education, tentative plans are underway for producing a film on Homemaking Education. This will likely be done by the Sears Roebuck Foundation as a combined project of the Home Economics Division of the AVA, the Home Economics Department of the NEA and the American Home Economics Association.

We are blessed with a very active Membership Committee. It has encouraged the establishment of membership committees by divisions. Not only have committees been established by most of the divisions, but they have also developed programs of work that are proving to be very effective. In spite of *all* these committees may do, it is still up to the affiliates to carry out vigorous membership campaigns. Some affiliates which have deviated from the package membership plan, and others which have never had such a plan, are now changing to a plan requiring AVA membership with all state association memberships.

Last year a new method was established for figuring potential membership for each state. It is a reasonable potential, totaling 47,392 for all states. Our membership for this past year was 30,531 or only 64.4% of our potential. While 29 states exceeded last year's membership, only four states surpassed their potential. These four deserve to be mentioned: The District of Columbia 250%, Wyoming 105%%, Illinois 118%, and Virgin Islands 154%. The last two also surpassed last year's membership potential.

This year, AVA has been responsible for providing numerous speakers for vocational and practical arts education meetings. Members of the Executive Committee and AVA office of personnel have spoken to many vocational and practical arts groups. Past Presidents London and Nichols have made scores of speeches to both vocational

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AVA's first President, Dr. Edwin A. Lee (center) meets with the Association's top brass. From left, E. M. Claude, William B. Logan, Charles W. Sylvester, and M. D. Mobley.

Jim Thomas, Immediate Past President of the Future Farmers of America, spoke at the first General Session.

While President E. M. Claude looks on, Mrs. Rosa Loving (right) pins an orchid on Miss Beulah Coon, shortly to retire from the U. S. Office of Education.

Over eighty exhibitors showed wares and services.

Report on Russian Education

NIKITA KHRUSHCHEV in a 1958 address said that "the target figures for the development of the Union of Soviet Socialist Republic's national economy for 1959-65 are an integral part of the long-term plan for the development of the USSR during the next fifteen years, during which the Soviet Union will take first place in the world not only in total volume of production but also in per capita production." He further stated this will be a great victory for Russia in the peaceful economic competition with the most developed capitalist industrial countries.

In another address this same year Mr. Khrushchev said that ten-year secondary schools at present are not solving the tasks of preparing Russian youth for life, but instead are directing their training for entry into higher educational institutions. He further elaborated on this statement by asserting that experience long ago has discovered such a procedure, with the tasks of secondary education, is incorrect. He then outlined a policy for improving and strengthening programs of vocational education.

More recently America got a twenty-five day glimpse of this same table-thumping shoe-pounding Khrushchev when he landed on our own shores. His bombastic challenges puzzle us, and we seriously ponder their meanings.

The Executive Committee of the American Vocational Association, ever mindful of the changes in educational patterns of Russian schools, decided to send a commission to the Soviet Union to observe what is happening in the evolving patterns of vocational education. The commission members included Dr. H. H. London, head of the Industrial Education Department, University of Missouri, and myself. [State Director of Vocational Education in Utah]. Nichols J. Rokitiansky of the U. S. Office of Education was the third member and acted as interpreter. This group spent three weeks in Russia during April and May, 1960. Clearance for the trip was not given, however, until a similar delegation of three Russians visited the United States in February and observed our vocational schools. This delegation was led by G. I. Zelenko, head of the Ministry of Labor Reserves of the Soviet Union and was escorted about our country by Dr. London.

By
Mark Nichols
State Director
Vocational Education
Utah

We traveled about 7,000 miles in Russia and visited eighteen different schools from the first grade to the University of Moscow. The schools were of seven kinds and included trade schools, vocational technical schools and technician. In addition we visited a collective farm, the Minsk Tractor Factory, Zagoursk Monastery, art galleries and museums besides attending grand operas, ballets and concerts.

Upon arriving in Moscow we were impressed that education is about the first order of business in Russia, as big business it is. Our Russian guide informed us that 32 per cent of governmental expenditures are diverted to education. This cannot be compared with United States educational expenditures, however, because it includes student stipends and payments for cultural and recreational activities in addition to actual school costs. But there is no mistake about it, Russia is in

school business and in a big way!

Nursery schools are operated for children up to about four years of age. Kindergartens take care of those from four to seven. Youngsters enter seven and ten-year schools at seven. Seven and eight-year schools are common in the country areas, and ten-year schools are operated in the larger towns and cities. All such schools operate for 222 days a year, six days a week and for six hours a day. Students in the upper grades do additional library study and homework. Seven-year schools are becoming eight-year schools and ten-year schools are becoming eleven-year schools. After 1960 all students will be required to attend school to the eighth year. The requirement will be increased in the years ahead.

At the end of the seventh year, many students are now enrolled in trade schools in cities and trade and vocational agriculture schools in rural areas. One-half of the instruction in trade schools the first year is skill training and the other half related theory. The second year is spent in practical work in the field where students receive on-job work experience in the trade of their specialty. Such work is engaged in for five days during the week and on the sixth they return to school for instruction in theory and to prepare for the examination at the end of the year which they will be expected to pass as a grade 3 worker. After completing trade school, young people must spend at least three years at work in industry or on farms in the area for which they receive training. After this they may change their vocational objective and receive more schooling towards attaining that objective if they so choose. Students receive no stipends while attending trade schools but may be paid for productive work. They often receive 50-100 rubles a month for such labor.

Many students attend vocational-technical schools upon graduation from ten-year schools. Some also come here from trade schools with additional evening school training. Vocational-technical schools are concerned with training highly skilled workers. They are located close to patron plants where the students receive on-job experience. The students attend class work here from ten months to one and

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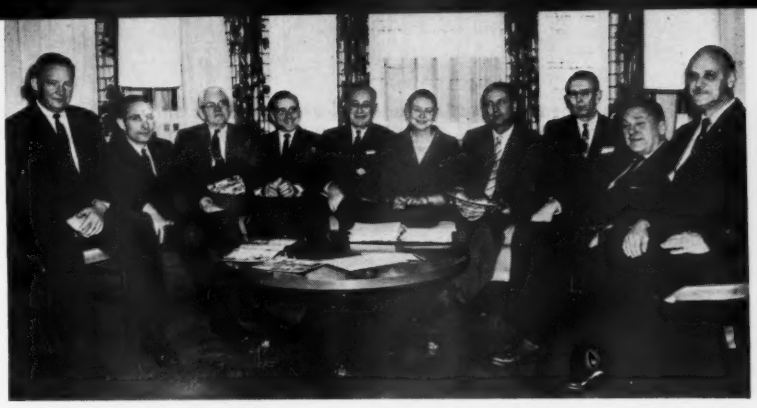


This is the Executive Board of the National Council of Local Administrators of Vocational Education and Practical Arts (NCLA). From left, they are Harold Collins, Stacy C. Thigpen, H. W. Tiechroew, Edward F. Kotchi, W. E. Brunton, Mrs. Ruth Lape, C. W. Patrick, H. M. Ostrem, Ernest J. Simons, and W J Hucksoll.

Howard Pyle, President of the National Safety Council and former Governor of Arizona, spoke about "You and Me and the Future." See page 41.

William McKnight (right) of McKnight and McKnight, publishers, receives a citation from Lowell Burkett. The company was cited for having exhibited at AVA Conventions for 25 years.

one-half years depending on the trade. They receive stipends for school attendance varying in amounts from 225-297 rubles* per month. The best students in terms of performance standards receive the higher stipend payments. About 70 per cent of the school work is skill training with 30 per cent related and theory.

Students in rural areas attend vocational agriculture mechanization schools operated by the Ministry of Labor Reserves for youth who will be machinery operators and repairmen on collective and state farms or with machinery repair technical stations. Vocational schools in agronomy and livestock production are also conducted but are under the jurisdiction of the Ministry of Agriculture.

A third kind of vocational school is the technician. This school is for the training of technicians, junior engineers, and shop instructors in ten-year, trade and vocational-technical schools. Students may enter technicians from seven-year schools with additional evening school upgrading; from trade schools with additional evening school work; from vocational-technical schools; and from ten-year high schools after having performed the required two or three years of work experience upon completion of their training in these schools. Students at the secondary level of ten-year schools now spend about one-third of the time in work experiences of various kinds. Russian leaders are convinced that such experience is an important and integral part of education at all levels from the seventh year to technical institutes and universities.

Students are graduated from technicians after four or five years attendance. They receive stipends in amounts and on a basis similar to students in vocational-technical schools. Enrollees in technicians receive proportionately less skill training and more theory and related technology than do students in trade or vocational-technical schools.

Organizational patterns of vocational schools in Russia are constantly changing. We were told that by 1964 the ten-year school will become an eleven-year school with a high school division of grades 9, 10, and 11. These high schools will be of two kinds, general and vocational. The vocational high schools will also be of two kinds, city and rural, with the latter devoting much of its curriculum to agricultural training.

The relative number of schools in the various categories in a given area may be obtained from an opinion which a school official gave us for Leningrad, a city of about three million people. He estimated there were five hundred ten-year schools, 36 trade schools, 20 vocational-technical schools and 70 technicians in operation there at present.

Higher education in Russia is conducted in technical institutes and universities. It was reported there are 735 institutes and 33 universities in the USSR which compare with our colleges and universities. Two million students are reported to be in attendances in these schools of higher learning. In our country there are about 1,800 colleges and universities with an enrollment of 3.5 to 4 million students.

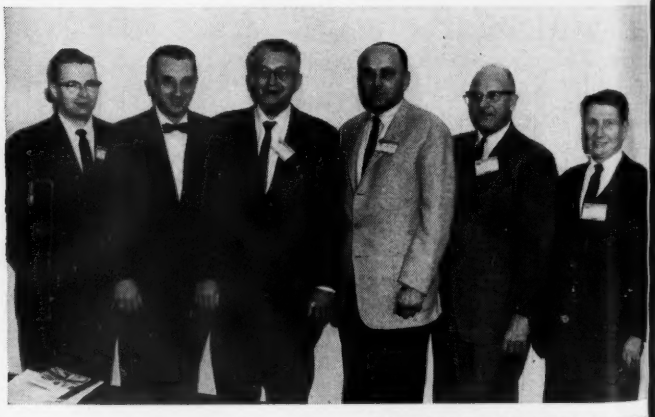
There are at present upwards of 3,500 vocational schools in the various categories in Russia. About 2.5 million students are enrolled in them. The number of vocational schools are rapidly increasing and by 1965 the plan calls for a total of 7,000. This indicates the importance of and emphasis placed on vocational education by leaders in the Soviet Union. In the plan to surpass all other nations in the production of economic goods, education is the secret weapon being used to implement it into action. Missiles might be the secret of Russia's military might, but let it be emphasized here that vocational education is regarded as the cornerstone of Russia's planned economic might.

According to our guides 50 million children and youth are in schools of all categories, and there

* 1 ruble = 80¢.

Voting booths did a land office business . . . and they also picked up the opinions of AVA members. Machines were loaned by the Delta Power Tool Division, Rockwell Manufacturing Co.

1961 NAITE officers are, left to right, Dr. Calvin J. Cotrell, Secretary-Treasurer; Dr. George L. Brandon, policy and planning committee; Dr. Rupert Evans, President; Dr. Robert Worthington, Vice President, Industrial Arts; Mr. Gordon Voss, Vice President, T & I; and Mr. Mel Hansen, Vice President.



are 50 million working adults receiving in-service and evening course instruction to upgrade their productive efficiency.

Technical institutes are established to train young people in the professional fields of applied technology. The universities are in effect, liberal arts institutions for the preparation of teachers, research workers and basic scientists.

Education in Russia is a terrifically competitive enterprise. Examinations are the chief criteria in determining the occupational direction of youth. Examinations are the basis for siphoning off a high percentage of young people into trade schools at the seventh year. This leaves a residue of the academically talented to continue for tenth-year graduation. These students received a high concentration of mathematics, physics, chemistry and foreign languages in addition to Communist dogma. Comprehensive examinations are given after high school graduation to determine which direction these students will then go—either to vocational-technical schools, technicians, technical institutes or universities. The questions and answers to these examinations are put into the hands of both teachers and students months before they are officially taken. These, in effect, become the instructional outline for the teachers.

Russian planners determine worker needs at all levels from manual to professional scientists. Education then establishes its procedures to meet the worker needs. If fifty nuclear physists are needed by the government according to plan in five years, perhaps not more than 55 freshmen will be admitted in this field at the University of Moscow where the attrition is not more than 8 per cent; likewise, if 100 additional brick layers are needed in Moscow within two years about 100 are admitted to a building trade school. Yet, the plan calls for a job for everyone, and each is placed in the niche which he makes for himself according to school performance. Russian school men told us that occupational decision was a free-will matter in terms of student interest, but it was difficult for us to understand how it could be. Educational enrollments are matched up practically 100 per cent with the planned manpower needs in the various fields.

While great emphasis is being placed on education in vocational agriculture and the trades and industries including the training of technicians, home economics education was conspicuous by its almost total absence as far as we were able to discern. One class was observed in the seventh grade in a Moscow ten-year school. This class met for two periods a day, one day a week. A vocational culinary school in Moscow was visited which was training about 600 young people to become food preparation workers. When asked why more emphasis was not placed on home economics instruction, one high Russian official at the national level in education replied that under the Soviet system of work specialization, there was really little need for it. I couldn't understand why.

Yet, family life is encouraged. Housing is being improved on farms and in the cities where large apartment houses are being constructed in great numbers. Divorce is frowned upon. Medical and dental care are free as far as the individual is concerned with direct payments, and this also goes for hospital care. Large families are encouraged by offering stipends to mothers with four or more children. Nurseries for infant and child care are numerous and this service is very nominal at 50 to 100 rubles per child per month. One-half of the women in Russia work in agriculture and industry as compared with one-third of the women at work in various categories in this country.

We looked in vain for courses in distributive education in the schools. We were told that large stores like the GUM store in Moscow give on-job training for store workers, but we even wondered about this or at least concluded that it must not be too effective. At every counter were crowds of people waiting to be served. This may be Communist strategy to discourage persons from creating an appetite for con-

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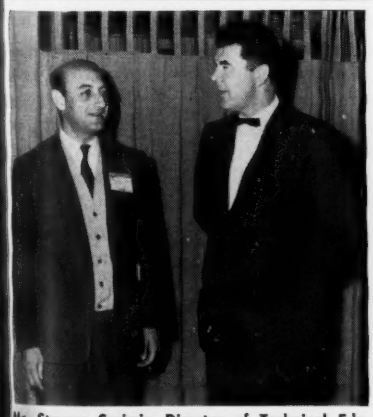

Mr. Stavros Syrimis, Director of Technical Education, Cyprus (and a member of AVA), talks things over with Dr. John P. Walsh, Director, Trade and Industrial Education, USOE.

After the ball was over . . . Convention co-chairmen J. Lyman Goldsmith and Lee W. Ralston wearily congratulate each other.

sumer goods which are usually in short supply. We concluded that as a rule the "people in Russia have to wait for the clerks as there are not many clerks to wait on the people."

There is another reason for little or no emphasis on distributive education. Controlled distribution and not competitive free enterprise is basic to the Communist marketing modus operandi.

> "The Vocational Agriculture Teachers of Texas want to express our most sincere appreciation to you for the excellent job you are doing for teachers across this country."
>
> —Wilbert H. Meischen
> Pres., Vocational Agriculture
> Teachers Association of Texas

The purchasing, distribution and sale of all goods and many services is controlled by Gosplan, the over-all planning body of the USSR. It penetrates the entire structure of government from the national level right down to the smallest hamlet. At the top it is divided into twenty-five sections which has its fingers in practically every transaction because in Russia nearly all business is government business: thus no bill boards, no newspaper advertising, no radio or television commercials. Gosplan fixes prices and within limits regulates production and also supply at the market place. Because of a general shortage of consumer goods, demand often exceeds supply. The goods which the government wishes the people to use in abundance may however be in large supply and cheap, such as is the case with books today. Other goods which are deemed to be non-essential to making a substantial contribution to the general welfare may be in short supply and costly such as many articles of wearing apparel.

Direct taxes paid to the government are relatively low and are reported to vary from 5 per cent to 13 per cent; yet, hidden taxes are exhorbitant. For instance, such taxes from a radio costing the buyer 1,500 rubles may, through a heavy markup, yield the government a very substantial tax return.

But the Communist leaders have problems in making the economy click. Agriculture for instance is a number one headache. With all the meticulous planning, increases in farm production move along at snail pace. Where industrial production is said to have increased 230 per cent between 1940 and 1952, agricultural production increased by only 10 per cent. Approximately 50 per cent of the productive workers in the Soviet Union are buckled down on farms as compared with but 5 per cent in the United States.

Russia is a cold country with a high percentage of its farm lands located at latitudes north of that of the U. S.-Canadian border. U. S. grain production about doubles that of Russian production today and our country is said to nearly treble Russia in livestock and poultry output.

Factors of drouth and coldness are perplexing ones for the agricultural planners of the Soviet Union. With Russia only able to produce one-twelfth of the corn of that produced in the United States it is little wonder that Mr. Khrushchev was so anxious to visit Roswell Garst's Iowa farm of abundant production on his 1959 American visit. (In this connection, at this season of the year may we all express our thanksgiving to God for the Corn Belt and its record yield of four billion bushels of golden corn in the 1960 harvest. Russia has no Corn Belt!)

While Russian leaders are encouraging state farms, of which there are approximately 6,000, the Russian peasants still cling to the idea of collective farms (there are about 76,000) from which about 80 per cent of total farm production is derived. While state farms are in effect farm factories where the workers receive a fixed wage collective farms are really cooperative villages where the land is leased by the government year by year in perpetuity and where the workers share in production according to ability and work performed.

> "May I congratulate your office on the fine convention held in Los Angeles. In fact, there were too many good meetings to go to, and some we hated to miss."
>
> —Mrs. Ruth S. Lape
> Pres., National Council of
> Local Administrators
> Cincinnati, Ohio

There is still a small vestige of free enterprise left on the farm scene in Russia to which the peasant workers cling for dear life. This is the home garden plot of .6 to 1.2 acres allocated to each farm family which are really little islands of capitalism in the Russian Communist sea. Here in addition, the family may also have a few head of livestock, poultry and bees. Besides supplying food for the family table, the worker may sell any surplus production on the free market for whatever price it will bring. Produce from state farms and a high percentage of

> "Permit me to take this occasion to commend you for a most successful AVA Convention in Los Angeles."
>
> —Percy Kirk
> State Consultant,
> Agricultural Education
> Cheyenne, Wyo.

that from collective farms is sold through the government owned and operated gastronoms.

City dwellers also have little garden plots of a few square rods along roads and railroad right-of-ways. We observed Russian people working like beavers on their garden plots. We observed no such beaver-like activity on farms where a high percentage of the workers are women.

No mention of Russian farming could be given today without reference to the Virgin Lands Project in Southwestern Siberia and Northern Kazakhstan which began in 1954. In a short period of six years 100 million acres of virgin land has been brought under cultivation. It is an area one-fifth the size of all arable land in the United States. Here 350,000 people have been resettled from all parts of the Soviet Union on State farms only. In this arid region only time will tell as to whether this project will in effect be a granary or a Russian dust bowl.

If there is a question about Russia's rating high in food production as compared with that of the United States, please keep this in mind: Today one farm worker in America produces enough food for himself and about 22 others. One farm worker in Russia produces enough food for himself and three or four others.

With the high percentage of Russian workers required for basic food and fibre production, the relative number of workers available for industry is limited. Improved farm machinery which is now being manufactured in increasing volume, together with re-

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FOR AVA PRESIDENT, 1961-62

Mrs. Lucile Fee, Director of Home Economics Education, Office of Vocational Services, Colorado State Department of Education, has more than 25 years experience in vocational education. A native Coloradoan, she holds B.S. degrees in chemistry and home economics and an M.S. degree in home economics education from Colorado State University.

Her professional experience includes teaching vocational homemaking and other subjects at the secondary level; an assistantship in home economics research; serving as itinerant teacher educator; and being assistant supervisor of home economics education previous to her present position.

Teaching on the graduate level in summer schools includes Arizona State College at Flagstaff; Woman's College, University of North Carolina, Greensboro; Oregon State College at Corvallis; and Colorado State University at Fort Collins.

A member of the American Vocational Association for many years, she now holds life membership. She served as president of the Colorado Vocational Association as a high school teacher and has since served both as a chairman and as a member of home economics evaluation committees for American Vocational Association conventions; as a member of the American Vocational Association Advisory Group to the Coordinating Council (A.V.A., A.H.E.A., N.E.A.); chairman of the Committee for Revision of Home Economics Education Divisions Constitution for A.V.A.; and Home Economics Representative to the Pacific Regional Meeting of the U.S. Office of Education.

Formerly she was president of the Colorado Home Economics Association and served in 1960 as co-chairman of the Local Arrangements Committee for the American Home Economics Association annual meeting held in Denver. She is now serving as co-chairman of the Program of Work Committee for the Colorado Nutrition Council.

A life member of the National Education Association, she has served as

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Mrs. Rosa H. Loving, State Supervisor of Home Economics Education, State Department of Education, Richmond, Virginia, and Vice President of AVA for Home Economics, has had extensive experience in vocational education on local, area, state and national levels.

During her professional career, which has been devoted entirely to the promotion and development of vocational education, Mrs. Loving was a high school home economics teacher and a supervising teacher of students from Madison College preparing to teach home economics. She served as District Supervisor of Home Economics Education and Assistant State Supervisor with the Virginia Department of Education before becoming Supervisor in 1947. During World War II, she was supervisor of home economics activities in the Virginia National Youth Administration program. Mrs. Loving was a visiting instructor at Madison College, Harrisonburg; the College of William and Mary, Williamsburg, Virginia; and the Woman's College, University of North Carolina, Greensboro. She taught courses in Home Economics Education.

She served as Chairman of a Committee of the Virginia State Department of Education and Virginia Polytechnic Institute, Blacksburg, which initiated the development of a graduate program in home economics education in the latter institution.

As State Supervisor of Home Economics Education, Mrs. Loving has been a leader in developing many conferences and workshops which have brought together persons serving in all phases of vocational education at the high school and college levels. These cooperative activities have resulted in joint projects in which two or more of the respective vocational fields participated.

Throughout her career, Mrs. Loving has been an active member of the Virginia and American Vocational Associations. She has served as President of the Virginia Vocational Association and as a consultant to the VVA Executive Committee. In recognition of her leadership and her services to vocational education in Virginia, the Virginia Home Economics Teachers Association presented her with a life membership in AVA.

A member of AVA since the beginning of her career in Home Economics Education, Mrs. Loving has served the Association in many capacities. She has been a member of the AVA Ad-

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Report of the AVA Treasurer

Charles W. Sylvester

Balance in Bank, November 30, 1959 ..... $ 17,203.05

RECEIPTS

The American Vocational Journal

Advertising	$ 22,774.48	
Subscriptions and sales of Journals	6,211.21	28,985.69

Miscellaneous

Cancellation Retirement Policies	$ 4,512.03	
Transfer from Savings Bank Account	2,000.00	
Grant for Public Information	4,000.00	
General, including Refunds	182.05	
Sale of AVA Film	125.00	
Reconciled Accounts	125.00	
Grant for T & I Film	671.74	11,615.82
GRAND TOTAL		$250,280.45

Association

Membership Dues			
Affiliated and Direct	$152,746.00		
Life	2,135.00		
Contributing and Sustaining	320.00		
Student	1,073.25	$156,274.25	
Publication Sales		2,552.22	
Interest on Investments		1,721.50	
Contributions			
For Convention Activities		174.84	
Travel of Officers		759.52	161,482.3

Annual Convention

Rental of Exhibit Space—		
Los Angeles	$ 15,805.00	
Chicago	11,735.00	
Registration Fees—Chicago	2,912.00	
Miscellaneous	541.56	30,993.3

EXPENDITURES

Association

Personnel Services			
Salaries:			
Executive Staff and Treasurer	$ 24,713.54		
Stenographic & Clerical Service	22,417.59		
With. & Soc. Security Taxes	12,624.05		
Annuity for Executive Staff	3,853.93		
Retirement Contribution —Clerical Staff	3,916.33		
Hospitalization Service	954.56	$ 68,480.00	
Annual C.P.A. Audit		175.00	
Legal Consultant		900.00	$ 69.555.00
Travel			
Executive Secretary and Staff	$ 5,588.73		
Executive Committee	7,485.16	$ 13,073.89	
Office Services			
Printing, Postage & Stationery	$ 4,870.78		
Elections	2,929.50		
Dues and Memberships	275.10		
Telephone and Telegraph	1,300.06		
Equipment and Supplies	5,330.37		
Petty Cash	478.02		
Office Rent	6,491.25		
D. C. Taxes	840.68		
Special Office Items	598.40	23,114.16	
Miscellaneous			
General:			
Refund, Cancelled Policies	$ 281.74		
AVA Film—Progress & Promise	9,005.26		
Russian Project	3,000.00		
Investment—			
Sav. Bank of Balto.	3,000.00		
Vermont Sav. & Loan	2,000.00		
Progress Sav. & Loan	8,000.00	25,287.00	61,475.05

American Vocational Journal

Printing and Mailing Journal	38,047.66	
General Printing	1,969.76	
Salaries and Editorial Services	7,958.02	
Editorial Board Travel	645.05	
Integrated Business Methods	2,719.25	
Postage	1,970.54	
Office Rent	787.50	
Advertisement Commissions	5,865.10	
Special Art Work	314.65	
Petty Cash	308.83	
Reprints	1,600.40	
Miscellaneous	1,079.08	
Refund Cancelled Retirement	1,337.56	64,603.8

Annual Convention

Exhibit Space Rentals	$ 4,429.15	
Guards for Exhibits	690.75	
Convention Program	2,371.95	
General Printing	1,877.94	
Honorariums	415.03	
Telephone and Telegraph	301.87	
Travel	190.00	
Postage	320.43	
Petty Cash	134.30	
Clerical Services	439.68	
Exhibit Signs and Posters	238.75	
Entertainment and Meals	882.52	
Equipment and Supplies	111.18	
Ship Program	679.56	
Rent for Los Angeles Convention	350.00	
Miscellaneous	566.47	13,999.

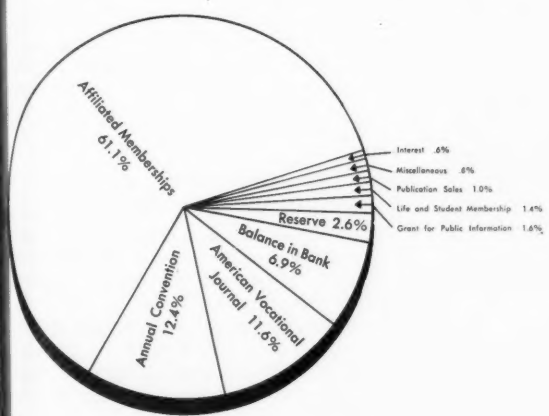
Committees			
Publications			
Salaries	$ 1,830.59		
Printing Booklets and General Printing	5,308.27		
Postage and Express	633.03		
Travel	732.64		
Office Rent	393.75		
Telephone and Telegraph	56.60		
Miscellaneous	467.73	$ 9,422.61	
Program Development Travel, Communications, Postage, etc.		3,626.69	
Special Committees			
Agricultural	$ 39.15		
Public Information	899.47		
Labor and Management	111.18		
B.A.T.—A.V.A.	224.53		
Conference on Natl. Org.	530.90		
Research	279.03		
Distributive Education	1,273.72		
Home Economics Education	977.00		
Industrial Arts	563.90		
Membership Committee	608.40		
T & I Film	671.74		
Trade and Industrial Education	1,000.91		
The Ship Program	679.56		
Miscellaneous	520.02	8,379.51	21,428.81
TOTAL EXPENDITURES			$231,061.84
Balance in Bank, November 30, 1960			19,218.61
			$250,280.45

TOTAL ASSETS AS OF NOVEMBER 30, 1960

Balance in Bank, November 30, 1960		$ 19,218.61
U. S. Savings Bonds (Series K) Purchased February 1955—10M	$ 9,680.00	
U. S. Savings Bonds (Series K) Purchased March 1956—5M	4,830.00	
U. S. Savings Bonds (Series G) Purchased December 1949—5M	4,910.00	
U. S. Savings Bonds (Series G) Purchased August 1950—10M	9,820.00	
U. S. Savings Bonds (Series G) Purchased January 1951—4M	3,904.00	
U. S. Treasury Bonds—3%—1955 Purchased February 1955—14M	14,000.00	
U. S. Treasury Bonds, 2½%—1964-1969	500.00	
Baltimore Federal Savings & Loan—Int. 3½%	10,000.00	
Vermont Federal Savings & Loan—Int. 3½%	11,200.31	
Progress Federal Savings & Loan	8,133.33	
Savings Bank Deposit—2½%	7,962.01	
TOTAL INVESTMENTS	$ 84,939.65	
Active Life Membership Fund	64,167.72	
Balance—AVA Reserve Fund		20,771.93
Inventory of Office Equipment (July 4, 1960)		8,741.69
TOTAL ASSETS (Excluding Life Memberships)		$ 48,732.23

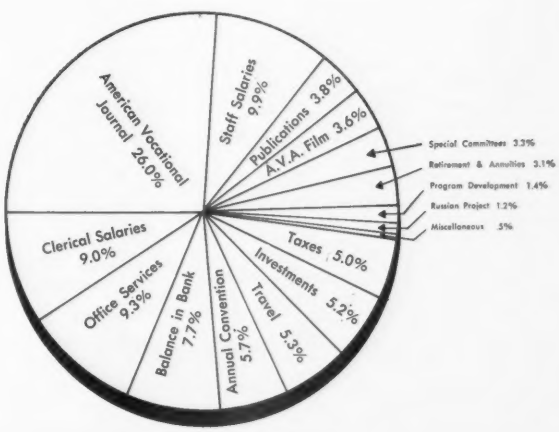
These two pie graphs illustrate the relationship of AVA Receipts to AVA Expenditures for 1959-1960. They also show the extent of and comparison between the items in each category.

RECEIPTS



This graph of AVA Receipts represents in pictorial form the comparisons of these funds in the ten segments of the Association's activities. It gives full evidence of the great interest, devotion, and loyalty of members of the AVA. More than 61 per cent of the total budget is derived from membership dues. The Convention and Journal together with the balance in bonds provides 31 per cent. The balance of eight per cent comes from six important but smaller sources.

EXPENDITURES



This graph, showing AVA Expenditures for the year with a wide and important range of services and activities, points to good business. Besides showing where the money was spent, it also illustrates how it benefited AVA members including the operation of any payment for essential work programs. Over 25 per cent of the expenditures were used to publish the Journal. Nearly 60 per cent was spent for staff and clerical salaries, office services, the Convention, travel, investment, and taxes. The 15 per cent balance was used for publications, special committees, program development, AVA films, retirement, and miscellaneous expenditures.

AVA RESOLUTIONS
1960

Adopted at Los Angeles
December 8, 1960

1. Appreciation—Publicity and Accommodations—

Whereas, the American Vocational Association is greatly indebted to many persons and groups for the excellent arrangements made for this Convention and for the fine hospitality while in Los Angeles, California,

Therefore, Be It Resolved, that we express our thanks and appreciation to Roy Simpson, State Superintendent of Public Instruction, State of California, and to Wesley Smith, State Director of Vocational Education; to Ellis A. Jarvis, Los Angeles City Superintendent of Schools; to the Local Steering Committee of the Los Angeles Schools and its chairman, J. Lyman Goldsmith, and co-chairman, Lee W. Ralston; and to the many other local committees and educational leaders for their generous cooperation and services in planning for and contributing to the success of this Convention,

Be It Further Resolved, that we express sincere thanks and appreciation to newspapers, radio and television stations for publicity given the Convention, and to the Biltmore, Clark, Alexandria Hotels and Embassy Auditorium for the excellent accommodations provided during the 54th Annual Convention,

Be It Further Resolved, that we express sincere thanks and appreciation to the Pacific Telephone Company for the services provided at the Message Center,

Be It Further Resolved, that the Department of Agriculture of the Los Angeles City Schools be extended sincere thanks for the beautiful floral arrangements at the various meeting rooms,

Be It Further Resolved, that the committee on special events for the ladies be extended sincere thanks for the hospitality accorded to wives, women delegates, and families of those attending the Convention.

2. Appreciation to President Claude—

Whereas, E. M. Claude has served enthusiastically, energetically and capably as AVA President, and

Whereas, the Association has, during his administration, achieved outstanding accomplishments in the National Program of Vocational and Practical Arts Education,

Therefore, Be It Resolved, that American Vocational Association members express hearty thanks and sincere appreciation to E. M. Claude for his outstanding service as President of the Association during the year 1960.

3. Appreciation to Executive Secretary and Staff—

Whereas, throughout the year, much of the responsibility for carrying forward the American Vocational program and for organizing Convention activities rests upon the American Vocational Association Headquarters as the coordinating group,

Therefore, Be It Resolved, that the Association express its appreciation to Dr. M. D. Mobley for his energetic and effective promotion of the interests of all divisions represented in the American Vocational Association,

Be It Further Resolved, that appreciation be expressed to Lowell Burkett and the executive office staff for their loyal and efficient services to the Association.

4. Appreciation to the Ship—

Whereas, the success of the American Vocational Association Convention is dependent in large measure upon the Ship organization for financial assistance for its contributions to the spirit of the convention, and for the Ship Program,

Therefore, Be It Resolved, that the American Vocational Association members express appreciation to the Ship officers and the crew and to all the commercial exhibitors for their participation in the 54th Annual Convention.

5. Appreciation to Los Angeles Trade Technical College—

Whereas, the AVA is indebted to the Los Angeles Trade Technical College for the American Vocational Association flag which was presented at the opening General Session, and

Whereas, this flag was made by students of the Los Angeles Trade Technical College,

Therefore, Be It Resolved, that grateful appreciation be expressed to the Los Angeles Trade Technical College and the students who made the flag.

6. Appreciation to Congress—

Whereas, an overwhelming majority of the members of National Congress have through the years given full support to vocational education, and

Whereas, Members of Congress recognize the important role played by vocational educators in our nation's economy and defense,

Therefore, Be It Resolved, that members of the American Vocational Association express appreciation to members of Congress for their continued loyal support of Vocational Education.

7. Public Information Committee—

Whereas, the American Vocational Associ ation has established a Public Informati Committee which is rendering a servi greatly needed, and

Whereas, effective work in publishing a ticles, interpreting Vocational and Practi Arts Education has been accomplished,

Therefore, Be It Resolved, that this assoc iation express its appreciation to Dr. H. M Hamlin, Professor of Agriculture Educati College of Education, University of Illino Chairman, and members of his committee f their outstanding service.

8. Tribute to Martha Creighton—

Whereas, an outstanding vocational educ tor has been called from our midst, and

Whereas, the AVA members everywhe recognized the contributions of Mart Creighton, Past President of the Americ Vocational Association and Teacher Educat in Home Economics in Virginia, and

Whereas, Martha Creighton gave her li to the attainment of the aims and objectiv of vocational education,

Therefore, Be It Resolved, that we a members of the American Vocational Ass ciation join her many friends in expressin our deep and sincere feeling of personal an professional loss in the passing of Mart Creighton and that we extend to her belov family our sincere sympathy.

9. Need for Increased Federal Funds Under George-Barden Act—

Whereas, the population of the Unit States is increasing at an unprecedented ra which calls for greatly expanded vocation facilities, and

Whereas, the United States will likely e perience increasing difficulty in competi for the markets of the world and in mai taining the high standard of living which o people presently enjoy, and

Whereas, pockets of unemployment a creating economic problems in some par of our nation involving need for retraining many displaced workers, and

Whereas, competition for the educati dollar continues to be an important factor developing adequate vocational programs, an

Whereas, the security and economic we being of our nation are dependent in lar measure on the skill and productivity of o people, and

Whereas, the funds authorized under pr

visions of the George-Barden Act will buy only a little more than fifty per cent of what the authorized amounts would buy in the form of vocational education when this measure became law in 1946,

Therefore, Be It Resolved, that the American Vocational Association in its 54th Annual Convention in Los Angeles, California, on this the 8th day of December in the year 1960, does hereby urge the 87th National Congress during its first session to amend Title I of the George-Barden Act in such manner as to increase to $60 million the authorizations for the several phases of vocational education and to authorize the use of such funds for the purchase of equipment and supplies that will become the property of the states,

Be It Further Resolved, that this resolution be made available to the appropriate members of National Congress.

10. National Defense Education Act—

Whereas, a provision of the Area Vocational Education Title of the National Defense Act of 1958 limits the use of funds exclusively to the training of highly skilled technicians, and

Whereas, these provisions interfere with the development of a broad, comprehensive, effective program of vocational education in keeping with state and local needs, and

Whereas, the Bush amendment (by Senator Bush of Connecticut) adopted on the floor of the Senate restricting the use of funds is inconsistent with other provisions of the Act, and

Whereas, national efficiency is the sum total of efficiency of all individual citizens and the national wealth is the sum of their wealth producing capacity, and

Whereas, in the markets of the world we compete not as individuals but as a unit against other nations as units, and

Whereas, there is great need for expanding vocational education programs in order to serve youth and adults who are presently unable to enroll in vocational training programs,

Therefore, Be It Resolved, that the American Vocational Association at the appropriate time request Congress to amend the provisions of the Area Vocational Education Title of the National Defense Education Act of 1958 in such a manner that funds may be used for developing area programs of vocational education in all recognized occupations essential to our nation's economic well-being,

Be It Further Resolved, that representatives and members of the American Vocational Association solicit the aid of other organizations and groups to help secure Congressional approval of such amendments.

11. Extension and Amendment of Practical Nurse Training—

Whereas, there continues to exist a shortage of practical nurses, and

Whereas, there is much evidence that this condition will last for many years in the future, and

Whereas, federal funds made available under provisions of the practical nurse training title of Public Law 911 have materially aided

Please turn page

Miss Ruth Stovall, Chairman of the Membership Committee, presents a state membership achievement award to Wyoming. Accepting for that state is Al Flanigan of Sheridan, Wyo.

Seated are the officers of the NVATA. From the left, Robert Howey, Floyd Johnson, Julian Carter, and James Wall. The NVATA Executive Committee backs them up.

As Robert Worthington takes notes, G. Harold Silvius and John A. Jarvis direct the Industrial Arts business meeting.

Mrs. Zxlema Price of Jackson, Miss., receives a life membership from Mrs. Mildred McNair, President of the Magnolia State Vocational Association.

A visitor to the Vemco exhibit is filled in on some details.

Incoming President William B. Logan, Executive Secretary M. D. Mobley, and President E. M. Claude.

Outgoing Vice President of Agriculture Carl M. Humphrey receives a certificate of appreciation from Treasurer Charles Sylvester.

Mrs. Ellen Coody, President of the Georgia Vocational Association presents a gavel to E. M. Claude.

in helping to relieve the shortage of practical nurses, and

Whereas, the need for expanding and improving practical nurse training programs still exists, and

Whereas, programs of education for practical nurses were begun by various states at different times, some many years ago and some more recently, and

Whereas, some states sacrificed other aspects of trade and industrial education in order to get practical nurse education established before P.L. 911 became law (many in the hope that such funds would be made available by the federal government), and

Whereas, some states that had developed rather comprehensive practical nurse training programs prior to the enactment of P.L. 911 have been unable to use federal funds for such programs,

Therefore, Be It Resolved, that the American Vocational Association request the National Congress to extend for another five year period the authorization for appropriations for practical nurse training under provisions of P.L. 911,

Be It Further Resolved, that the language of the law limiting use of funds for extension and improvement of practical nurse training, be amended in such manner as to permit the use of funds made available to states for practical nurse training programs that were started prior to August 2, 1956.

12. Smith-Hughes Act—

Whereas, the Smith-Hughes Vocational Education Act, passed in 1917, is a permanent appropriation, and

Whereas, the appropriations under this measure cannot be reduced or eliminated unless the law is repealed by act of National Congress, and

Whereas, the Smith-Hughes Act contains provisions that have contributed greatly to the establishment of high standards for vocational education which have greatly influenced the quality of the program through the years, and

Whereas, the standards contained in the Smith-Hughes Act apply by law to the George-Barden Act,

Therefore, Be It Resolved, that the House of Delegates of the American Vocational Association at its 54th Annual Vocational Convention, December, 1960, reaffirm its position of long standing favoring the continuance of the Smith-Hughes Act in its present form,

Be It Further Resolved, that the American Vocational Association will vigorously oppose any effort to amend, repeal or modify this Act in any form.

13. Extension of Educational and Training Benefits to Persons Entering the Armed Forces after January 31, 1955—

Whereas, the Congress of the United States has recognized the justice, equity and benefits to the nation arising from giving educational and training benefits to veterans by enacting the Servicemen's Readjustment Act of 1944 (Public Law 346 of the 78th Congress) and the Veterans' Readjustment Act of 1952 (Public Law 550 of the 82nd Congress), and

Whereas, the benefits under these acts are not provided to servicemen who enter the Armed Forces after January 31, 1955, notwithstanding the fact that the nation has continued its compulsory military service program, and

Whereas, the result is that many young men who serve in our country's armed services will lose educational and economic opportunities even though the need for education for the purpose of competing in civilian life continues to be of great importance, and

Whereas, our nation has found it necessary to its security, well-being, and a position among nations to increase the educational level, professional competence and technical skill of its citizens, and

Whereas, the increased earning power, increased efficiency in commerce and industry and increased national product and income directly attributable to the program of educational and training benefits for servicemen results in increased tax revenue to the United States Government so that the cost of the program is largely repaid by the tax revenues,

Therefore, Be It Resolved, that the American Vocational Association in annual conference assembled in Los Angeles, California, December 8, 1960 urge Congress to enact appropriate legislation to provide education and training for veterans who first entered the military service after January 31, 1955.

14. Home Economics—Cooperative Effort Toward Research for Family Life—

Whereas, the family today is confronted with fast social changes in our society, and

Whereas, there is great need for a sound basis for helping families meet these changes, and

Whereas, there is great need for research to provide this sound basis for help to families, and

Whereas, the American Home Economics Association is working for the development of a strong and comprehensive research program which will have as its central focus the well being of the family,

Therefore, Be It Resolved, that the American Vocational Association, along with the American Home Economics Association, renew efforts to secure the cooperation of various government agencies working in research to expand these programs to include needed research on the family as it functions today.

15. White House Conference on Children and Youth—

Whereas, the Sixth White House Conference on Children and Youth was held in Washington, March 27-April 2, 1960, and

Whereas, AVA members were active participants in the 1960 White House Conference on Children and Youth, and

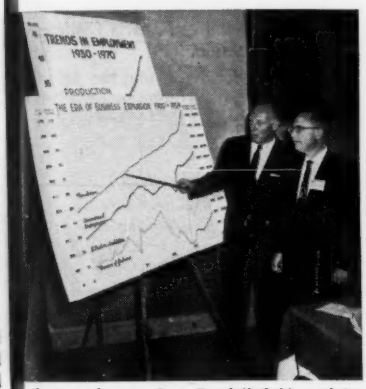
Whereas, vocational education is interested in the education and welfare of all youth, and

Whereas, the conference findings make significant contributions in the preparation of

Please turn to page 24

Thaine McCormick (right) speaks at the Wednesday Industrial Arts Division program. Speakers Samuel Brownell (left) and Frank B. Lindsay listen and await their turn.

Ivan Snell, President of the Conference of Officers of Affiliated State Associations, congratulates Mrs. Eleanor Hamilton on her election as Vice President of COASA.



tributive educator Stan Zundell (left) explains chart to William Runge.

These Home Economics educators kindly posed for our cameraman. They are Alberta Hill, Washington, D. C.; Louise Gentry, Colorado; Elizabeth Simpson, Illinois; Dorothy M. Leahy, Los Angeles; and Marguerite Scruggs, Iowa.

Jim Worthy, Chairman of the Board, Sears Roebuck Foundation, presides at a dinner which featured the premier showing of the Sears-AVA film on T & I Education.

A. E. Robinson, Past President of the National Association of State Directors of Vocational Education, gets in some licks for Louisiana, his home state. New President of NASDVE Walter Arnold looks on.

youth in assuming their role as adults,

Therefore, Be It Resolved, that state vocational associations encourage their memberships to make full use of findings and recommendations of this Conference.

16. Department of the Navy—

Whereas, the American Vocational Association and the Department of the Navy have for many years worked closely on the exchange of information, the recognition of vocational school training, and the special recognition of vocational and technical skills, and

Whereas, the Department of the Navy has agreed that the vocational school graduate will be placed in the area of his training and with his record given proper recognition, and

Whereas, the Department of the Navy has taken an unusual interest in the proper utilization of manpower, training of youth, and encouragement for adequate education through its "Stay in School" policy,

Therefore, Be It Resolved, that the American Vocational Association endorse the Navy's policy of recognition and utilization of vocational school graduates and assure the Navy of its continued cooperation and support of the Navy's manpower needs.

> "My greatest difficulty was in deciding which of the many excellent programs I wanted to attend. All those I selected were carefully planned and well carried out by competent and fully prepared participants . . ."
>
> —H. W. Sanders, Head
> Dept. of Vocational Education
> Virginia Polytechnic Institute

17. National Advisory Committee for Trade and Industrial Education—

Whereas, the stability of our nation's economy and our nation's ability to produce needed goods and services is, in great measure, dependent upon an adequate supply of skilled craftsmen in industrial occupations, and

Whereas, the needs for specific skills and knowledges in our industrial society continue to increase both in scope and complexity, and

Whereas, it is highly important to the future strength of our democracy that interested youth be given realistic preparation for industrial occupations which will enable these youth to adjust to the changing conditions that characterize our present-day industrial society, and

Whereas, it is in the best interests of our citizenry and our economy to provide preparatory and extension training that is sensitive to the present and future conditions in our industrial economy, and

Whereas, the use of representative advisory committees has a long and successful tradition in the conduct of the trade and industrial program, and

Whereas, industrial trends and training needs are more and more national in scope, and

Whereas, it is important to work cooperatively with labor and management groups on a national level to properly project training needs for the future,

Therefore, Be It Resolved, that the American Vocational Association request the United States Office of Education to consider the establishment of a National Advisory Committee for Trade and Industrial Education, which committee will be representative of labor and management groups concerned with trade and industrial education and which committee can act in an advisory capacity to the trade and industrial education branch of the United States Office of Education in the promotion and development of necessary training programs for the future.

18. Distributive Education—

Whereas, the National Study of Secondary School Evaluation has recognized that Distributive Education is occupying an increasingly important role in the secondary school curriculum, and

Whereas, the National Study of Secondary School Evaluation has added a section on Distributive Education in the 1960 edition of the Evaluative Criteria for Secondary Schools, and

Whereas, this section on Distributive Education in the Evaluative Criteria will be significant value to school administrators in planning for and evaluating their program of Distributive Education,

Therefore, Be It Resolved, that the National Study of Secondary School Evaluations be commended for adding a section on Distributive Education in the 1960 edition of Evaluative Criteria for Secondary Schools.

19. The U. S. Department of Commerce—

Whereas, the National Distribution Council of the United States Department of Commerce made a study of and prepared a statement explaining the importance of education in distribution, and

Whereas, the Office of Distribution of the United States Department of Commerce has published this statement in bulletin form and given it nation-wide circulations,

Therefore, Be It Resolved, that the American Vocational Association commend and express appreciation to the United States Department of Commerce for its interest in and support of Distributive Education.

20. Business Education—

Whereas, office occupations are essential to the economy of our nation, and

Whereas, the American Vocational Association has over a period of years urged the establishment of a position in office education in the United States Office of Education, and

Whereas, the United States Office of Education has established the position of specialist in office education, and

Whereas, the United States Office of Education called and conducted a National Conference on Office Education in Washington, D. C.

Therefore, Be It Resolved, that the American Vocational Association commend the United States Office of Education for giving leadership to the Area of Office Occupations and urge the United States Office of Education to continue to give such leadership.

21. Industrial Arts—

Whereas, Industrial Arts is an integral part of the public school offering, and

Whereas, current curricular movements in the public schools and the changes in our industrial society have created new problems and new relationships for industrial arts teachers, and

Whereas, the United States Office of Education called a conference on Industrial Arts in Washington, D. C. in June 1960, and

Whereas, the topics discussed at the Conference on Industrial Arts were timely and pertinent to the entire Industrial Arts profession, and

Whereas, combined thinking and the related action will do much to place proper emphasis on Industrial Arts in the public schools,

Therefore, Be It Resolved, that the American Vocational Association commends the United States Office of Education for calling the Conference on Industrial Arts and encourages the continuance of a series of State and/or Regional Industrial Arts Conferences throughout the nation.

Be It Further Resolved, that the American Vocational Association urge the United States Office of Education to make every effort to increase its staff in Industrial Arts.

> ". . . The AVA meetings in Los Angeles were among the most productive I have ever witnessed. . . . It was one of the smoothest-running, best organized affairs I have ever attended . . ."
>
> —Wesley P. Smith
> State Director,
> Vocational Education
> Sacramento, Calif.

22. National Professional Curriculum Materials Committee—

Whereas, the American Vocational Association has in past years requested the United States Office of Education to establish a professional curriculum materials committee within the Trade and Industrial Education Branch, and

Whereas, the Trade and Industrial Education Branch of the United States Office of Education has appointed a committee known as the National Professional Curriculum Materials Committee, composed of two representatives from each of the four regions of the United States, and

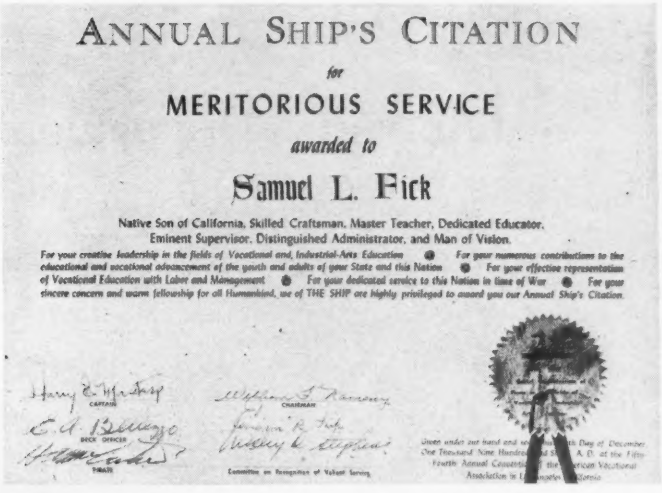
Whereas, this committee has assisted in inaugurating such projects as the compiling of a complete file within the Office of Education of all available curriculum materials developed within the States, including materials now under development, and materials planned for the future, and

Whereas, this committee has developed long-time objectives including proposed additional projects which cannot be implemented without a definite schedule of meetings,

Therefore, Be It Resolved, that the American Vocational Association commend the

Please turn to Page 4

THE SHIP



ANNUAL SHIP'S CITATION

for

MERITORIOUS SERVICE

awarded to

Samuel L. Fick

Native Son of California, Skilled Craftsman, Master Teacher, Dedicated Educator, Eminent Supervisor, Distinguished Administrator, and Man of Vision.

For your creative leadership in the fields of Vocational and Industrial-Arts Education ● For your numerous contributions to the educational and vocational advancement of the youth and adults of your State and this Nation ● For your effective representation of Vocational Education with Labor and Management ● For your dedicated service to this Nation in time of War ● For your sincere concern and warm fellowship for all Humankind, we of THE SHIP are highly privileged to award you our Annual Ship's Citation.

Harry E. Masters CAPTAIN
E. A. Bellezzo DECK OFFICER
TIMER
William L. Nameny CHAIRMAN
Committee on Recognition of Valiant Service

Given under our hand and seal ... 9th Day of December, One Thousand Nine Hundred ... A. D. at the Fifty-Fourth Annual Convention ... American Vocational Association in ... California

The 1960 SHIP Citation was presented to Samuel L. Fick, Chief of the Bureau of Trade and Industrial Education, California State Department of Education. It was presented by Bill Nameny, West Coast representative of the American Technical Society, publishers (cut, left). The SHIP, a social organization formed 38 years ago, is operated by the employees of member companies of the National Educational Exhibitors Association who attend educational conferences, conventions, and workshops.

Here is the California SHIP Committee. Seated is Lois Corbeil, A. B. Dick Co. Standing, from left, are Bill McLaughlin, Rockwell Manufacturing Co.; Bill Nameny, American Technical Society; Ed Bellezzo, Logan Engineering; Paul VanWinkle, Charles A. Bennett Co.; Chuck Clausen, Brodhead-Garrett; Harry Masters, L. S. Starrett Co.; and Wes Stephens, McKnight and McKnight.

Distribution—
Responsibility and Opportunity

by John W. Edgerton

A few weeks back, I had the privilege of taking part in the three-day program held in Stamford, Connecticut, marking the 50th Anniversary of Vocational Education in the state of Connecticut.

It was a most impressive program and was particularly enjoyable for me because it was held within two miles of my home! Usually my participation in such programs takes me to far-distant cities—even including this fabulous city of Los Angeles. In the course of the Distributive Education phase of that program, two other speakers addressed the DE group. Our good friend, John Beaumont, Director of the Distributive Education Branch of the U. S. Office of Education, gave the keynote speech at luncheon. Harry W. Ketchum, Director of the Office of Distribution of the U. S. Dept. of Commerce, delivered the main address at dinner.

To my knowledge, none of the speakers conferred with the others, yet each of us had made substantially the same basic points, from different avenues of approach.

Essentially, they concerned the fact that the broad area of distribution has become an increasingly vital segment of our economy and that Distributive Education has before it a most awesome challenge. It must meet the needs of the nation's economy through a more and more effective program of selecting and training young people to supply the manpower demands of distribution in the decade ahead.

"Capture a vision of the breadth of Distribution," was a challenge issued by Mr. Beaumont in the course of his discussion. As if in response, Mr. Ketchum, from his great fund of national statistics, pointed out some amazing facts about the productivity of this wonderful nation of ours. Certainly it is necessary to review the tremendous growth in productivity of America's industry if one can possible envision the awesome task of the distribution function.

As an example, Mr. Ketchum cited the fact that the United States (including Alaska), with less than 7 per cent of the world's land area, and slightly over 6 per cent of the world's population

- Accounts for more than one-third of the total production and consumption of the world's output.
- Accounts for approximately 40 per cent of the world's output of electrical energy and 50 per cent of the world's factory output.
- Possesses one-third of the world's highways and two-thirds of the world's passenger vehicles in use.
- Owns and uses over 50 per cent of the world's telephones.
- Enjoys two-thirds of all the world's television receivers.
- Accounts for 60 per cent of the world's scheduled service air passenger miles.

In the United States today, 7 times as many employed Americans, working half as long, produce 25 times more goods and services in physical terms than were produced 100 years ago. Just since the turn of the century, while population has increased about 140 per cent, industrial production has increased in physical terms by more than 700 per cent, thanks to science, engineering, technology, industrialization and utilization of power . . . and here we stand on the threshold of the age of atomic power!

So great has been the effort placed on research and development in the production area, that about one-third of today's revenue comes from the sale of products which did not exist 10 years ago. It has been estimated that in the next 5 to 10 years, three out of every four products will be substantially different from what they are today.

The decade ahead gives every indication of a continuance of this growth in our ability to produce more and better products more efficiently and at lower costs.

Our manpower potential is great enough, with continuing improvement in technology to increase the production of goods and services by about 50 per cent between now and 1970.

We begin the 1960's with a Gross National Product of $500 billion. We can reach a level of $750 billion by 1970.

As our technology advances, proportionately few workers will be needed to produce the goods we need. More workers will be needed to provide the increasing services required as our standard of living goes up.

All of America's 4,300,000 business firms have a product or a service to sell. In each case the security of the investment, the stability of employment and the profitability and success of the business are dependent upon sales. Neither production nor the ability to produce, nor the existence of finished stocks in inventory consummate the economic process. The output of our economy has value only with respect to its potential in consumption. And this is largely contingent on sales.

Obviously we have always been production-minded. Now we must be distribution-minded.

Walter Hoving, the eminent retailer, in his recently published book titled, *The Distribution Revolution*, heralds the advent of the DISTRIBUTIVE AGE in our economy. He notes that it started in 1953 when the distribution and service fields surpassed production industry as the top employer of people. He cites this as one of the most significant events in the economic history of the world, because this is the first time in any country that employ-

ment in distribution exceeded employment in production. We have every indication that this employment pattern will continue to emphasize the growing importance of the distributive occupations.

An excellent example exists in the great oil industry. "Man—we have oil running out of our ears," an oil marketing executive recently told me. "Major emphasis in our industry has now switched from drilling and engineering to marketing and distribution!"

And well it should. The Bureau of Public Roads has estimated that by 1970 we will have 110 million motor vehicles on the road, an increase of 56 per cent above the current level. These automobiles will be traveling a trillion vehicle miles a year!

To say nothing about road congestion, just imagine what this means in increased sales of gasoline, tires and roadside services! Imagine the supplies this America-on-wheels will require in their travels. A straw in the wind could be the dealer displays of motor vehicles we have all seen this past summer, fully equipped with everything for family touring trips, even including a family-size built-in tent!

The Market

And who will buy these goods and require these services? The Bureau of the Census estimates that our population, which is now nearly 180 million, may increase to as high as 220 million by 1970, a numerical increase equivalent to the population of 50 leading metropolises combined!

Indeed we must capture a vision of the breadth of distribution, for without a realistic understanding of the job to be done, we cannot intelligently establish our goals to meet the need.

All of us are mindful of the solid growth of the Distributive Education program in or educational system. We are happy to note the promising growth of the post high school program of education for distribution and laud the foresightedness which is promoting the continued growth of this realistic extension of Distributive Education, which will so effectively raise the horizon of opportunity for the job applicants it will develop.

We applaud the growth of the Distributive Education Clubs of America program into 800 communities in 41 states and Puerto Rico and happily anticipate the affiliation of three more states at the National Conference in Chicago next April.

Yet we must be not unlike the captain of a small sailing ship, who shared the night watch with a young boy apprentice. Growing weary, the captain said to the lad, "I'm going below to get some sleep, son. Keep her headed for that star." He was surprised when the boy woke him several hours later saying, "Pick another star, Captain—we just passed that one."

I believe that all of us must "pick another star" if we are to meet the challenge of the decade ahead.

The Nation's Strength

Education's responsibility is great. The continued strength and growth of our national economy depends in large measure upon its ability to realistically guide our youth into job areas affording the greatest opportunity for their happy and gainful employment.

It depends upon education's ability to develop the capabilities of these young people for maximum productivity and to instill in them a sense of purpose and a pride in the job they do.

Considering the fact that 53 per cent of the total job opportunity exists in the distinctive occupations, it becomes obvious that Distributive Education has a mighty job to do . . . a mighty responsibility . . a mighty opportunity!

Happily, this task is not your responsibility alone. I am happy to report that more and more businessmen are finally awakening to the realization that they must join forces with America's vocational educators in the effectuation of this vitally necessary training job.

J. W. Edgerton is Public Relations Director for the W. T. Grant Company. He is a 1936 graduate of New York University. An active member of the National Advisory Board of the Distributive Education Clubs of America, he has served as that group's chairman for the past two years. He is a member of the Public Relations and Careers in Retailing Committees of the National Retail Merchants Association.

Across the nation, as many as 25,000 local merchants act as training sponsors for students enrolled in the Distributive Education program, working with the students and their teachers. Merchant groups have indicated that many more would welcome the opportunity, if Distributive Education was taught in their communities.

The growth and development of State Distributive Education Foundations, supported by area business interests is another barometer of the growth of business participation in individual states. Currently four states have such State Foundations; Connecticut, Illinois, Virginia and New York.

The steady growth of business support for the National DECA Foundation bodes well for the accelerated growth of that fine program.

Still another indication of business awareness of its responsibility for the continued development of individuals seeking to make their careers in distribution is the ever-increasing number of stores and companies with well-conceived training programs, aimed at developing to the fullest the potential of employees qualified for a better job.

There is little doubt in my mind that our team is growing stronger and stronger, so now we must lay out our plan of attack.

Speaking as a retailer, I would identify our first problem as that of selection. After all, your most devoted training efforts can produce no greater product than the calibre of the student who comes into your program.

A Failure?

Here is an area where we have failed you miserably. It seems a paradox that we in selling have failed to sell salesmanship as a career. Far too few parents or students think of selling or retaining when they consider their future work, and that lack of appreciation exists in many minds other than parents!

Let's look at retailing for a minute. It employs 8,500,000 of the 75 million employed in the nation. It offers approximately 800 different job classifications, at all levels of ability and responsibility. It averages one executive job for every nine employees and offers

a constantly open door to greater reward for those with basic training and a sincere desire to get ahead. I know of no other line which offers greater opportunity for advancement, because in detailing, individual performance guages indvidual advancement to an amazing degree.

It is a business in which you do not have to have a college degree to qualify for better-paying jobs. I briefly analyzed the make-up of the thousand young men enrolled in my company's Store Management Training Program:

40% of the group are college graduates

40% have had 1 or 2 years of college training

20% are high school graduates.

Mind you . . . these are young men who have been selected for management training based on their *performance* on store staff jobs. Their selection for advanced management training was not based essentially on their educational background. I can safely say our experience is fairly typical of the other companies who are acting as your hosts here today.

A Growing Business

Retailing is a dynamic, growing business, affording a wealth of career opportunity through its tremendous expansion aimed at meeting the needs of its customers. It is following its customers to the suburbs, for that is the population trend.

An industry survey showed there were 600 Shopping Centers opened in 1958. 800 were opened in 1959 and 900 opened this year. It is estimated that 1,000 will come into being in 1961. They are all sizes and all shapes. They are all indications of the flexibility and forward thinking policy which exists in retail management today.

Just think of the job opportunities represented by this single area of growth in the retail field. You don't have to wait for the boss to die to get your shot at the top job in retailing . . . we build new stores to provide it for you, as we respond to the requirements for more effective distribution of merchandise!

Retail management realizes that it can prosper and grow only to the degree that its people can likewise prosper and grow. Which brings up another point to be considered in giving guidance on the selection of a career.

We sometimes hear sharp criticism about low starting wages paid beginners in retailing and the observation that other lines of work offer much higher starting pay.

If one is interested in "getting a job," I suppose the immediate pay factor is of paramount importance. If one is interested in building a career, he obviously must consider the long-pull potential, realizing that the average career extends over a 35 to 40-year working span.

I like Bernice Fitz-Gibbon's philosophy on this matter of starting pay. She observes that it is better to start low and end up big than to start middlin' and end up middlin'.

We made a little survey of a group of career-bent recruits who started in my company in 1946, right after the war.

They started at $2200 a year . . . certainly not a munificent sum. After four years in the business, this group was making an average of $7900. Nine years later, its average earnings were $15,900 and the average age of the group was 38 years. The top 25 per cent of this group *averaged* $24,000.

In comparison, the National Science Foundation released a report several years ago analyzing the earnings of 94,000 scientists in this country. The median age of the group was 38 years. The median annual salary of this highly-trained group was just a little over $6,500. Those with a Ph.D. averaged $7,000. I would guess that the starting salary offered these men was considerably higher than those being offered in retailing at the same time.

The Long Pull

When you look beyond the starting salary and consider the long-range pull, it's pretty hard to beat this field of retailing!

Let's take a really glamorous profession as another example, since we are meeting here in the movie capital of the world.

I know you have all gasped in amazement at the fabulous earnings of the top name screen performers.

Chatting with a successful TV actor in this hotel several evenings ago, I was amazed at his volunteered statement that 89 per cent of the 10,000 members of the Screen Actor's Guild in this area earned less than $4,000 last year!

It certainly behooves the critics of retailing's wage structure to become acquainted with the facts of life!!

These same people criticize retailing for long working hours. I'll grant you, it's not an easy job if you hope to be successful in it, but it's not quite the ogre from a working hour standpoint that people who do not know assume it is. These same people probably think that because a crack passenger train runs from coast to coast that the engineer likewise works from coast to coast. Obviously we know better.

Job Security

Job security is high in retailing, particularly in the up-the-ladder jobs. Retail executives enjoy their work because it is fascinating work; relish the opportunity to share in the profits they help to create; appreciate the security of a business which is as nearly depression-proof as a business can be and usually enjoy every logical employee benefit anyone could logically desire.

If this sounds like a pretty attractive picture of a fine career opportunity, please realize that I have had time to cover it in only the sketchiest fashion. If I have succeeded in selling *you* on the desirability of retailing as a career source, it will have been well worth the long trip and these bright lights.

A second major problem we must face together is this matter of "terminal education". I have heard it applied to Distributive Education far too often by educators themselves! I don't have to tell you that it is one of the greatest deterrents toward winning the type of student who offers the greatest prospects for success in the field. Certainly we must stimulate the idea of continuing education for those best qualified for it. The State and National DE Foundations offer scholarships as a start toward a dimunition of this onorous label.

If we would meet the challenge which the great field of distribution places upon us, we must sharply upgrade the image of the educational program and the career area for which it prepares its students. This is a proud and promising segment of our economy, of which much is expected in the years ahead. We cannot be satisfied with second-best impressions or second-best performance.

●

To the Businessman . . .

WHAT IS A CLERICAL WORKER?

Harry Huffman, Virginia Polytechnic Institute, Blacksburg

1. Brain. A businessman looks on his clerical workers as the brain of the business. They preside over facts, figures, and information. They are the nerve center of a business.

2. Memory. A businessman depends on facts about last year's purchases, production, sales, and payroll to plan for this year. His clerical workers "remember" the facts on paper for him.

3. Ears and Eyes. Clerical workers are "listeners" and "lookers" of a business office. The businessman expects them to gather information about what is going on, put it on paper, and store it in books and files.

4. Pipeline. Every transaction starts "things" going. The cash register prints a tape; the cash is proved; the cash journal gets an entry; a deposit ticket goes to the bank; a bank statement is reconciled; and a balance sheet tells the cash balance. This is an example of the "flow of data" through the business.

5. Paper Worker. Clerical workers are the navigators of business. They chart the course of the business on paper. The businessman pilots his business by the "records" prepared by his paper producers.

6. Trouble Shooter. "What's going wrong?" "What's going right?" Clerical workers find the answers to these question by supplying facts and figures accurately, swiftly, and in quantity. Clerical workers also constantly look for shortcuts to expedite this information handling.

7. Forms Designer. The clerical worker organizes business information in columns and rows so that the "story" is sharp and clear. He designs new forms to give more and better information.

8. Double Checker. Clerical workers always take a "second look" at everything they do. Is it what is wanted? Is it accurate? Could there still be an error? are questions they answer about every piece of their work.

9. Machine Operator. Today's clerical workers use machines for nearly all kinds of office work -- figuring, copying, posting, checking, listening, remembering, collating, folding, stapling, verifying, computing, and on and on.

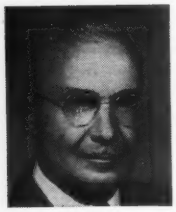
10. Recordkeeper. Clerical workers are the producers, keepers, and managers of the records of business. If the records of a business are destroyed, the business is destroyed.

OUTSTANDING SERVICE AWARDS, 1960

Mr. Melvin Henderson
University of Illinois
Urbana, Illinois

Mr. Henderson has established an enviable record as a teacher of vocational agriculture, teacher trainer, and constructive leader in his chosen field. Under his leadership the Vocational Agriculture Service was established as the first department of its kind designed solely for providing subject matter assistance to teachers of Vocational Agriculture. This Service was organized on a regional basis and many states outside the region have since availed themselves of the opportunity to secure the valuable aids that the Service provided. In 1957 the AVA Professional Information Committee was organized and as a representative of the North Central Region he publishes a list and description of the various aids sent to him by the regional representatives. In this way his influence has become national in scope.

Mr. Andrew D. Althouse
Assist. Director of Vocational Education
Detroit, Michigan



Mr. Althouse has devoted his entire professional life to the promotion of vocational education. He is the author of "Modern Storage Battery," "Modern Refrigeration," and "Modern Welding Practices" — all with wide sales to workers in these fields. He has served as co-chairman of the Vocational Education Conference for the Automotive Industry, producing two editions of "Standards for Automotive Student Instruction in Schools." Mr. Althouse served as treasurer, vice-president, and president of the American Technical Education Association. In 1957 he was awarded a citation by the College of Engineering of the University of Michigan for achievement and development in the field of engineering.

Dr. Julian A. McPhee
President
California State Polytechnic College
San Luis Obispo, California

Dr. McPhee has been justifiably called one of the "founding fathers" of vocational education. He was graduated from the University of California in 1917 and after two years in the Armed Forces and one year as a U.S.D.A. farm adviser, became a teacher of Vocational Agriculture. In 1925 he was appointed State Supervisor of Agricultural Education in California In 1945 he became State Director of Vocational Education. He left this position to become full-time President of the California State Polytechnic College, the position he now holds. Under his leadership a run-down campus with 100 students became one of the major collegiate vocational institutions in the world, with several campuses and more than 15,000 students. His interest in and enthusiasm for vocational education over a period of 40 years have been constant, constructive, and inspiring.

Dr. Roy E. Simpson
State Superintendent of Public Instruction
State Department of Education
Sacramento, California

Dr. Simpson began his service to public education as a Business Education teacher in 1915. Subsequently he has served as high school principal, a District Superintendent, a City Superintendent, and finally as State Superintendent (since 1945). "Dr. Simpson is beloved by vocational educators in California. His confidence in vocational educators and their trust in him is almost beyond comparison or description. . . . He has left a mark on California education that can never be erased." His many services to education on the State and national levels and his skillful leadership to public education during a period that has witnessed the greatest stress placed upon any state in the United States, have firmly established Dr. Simpson as a chief state school officer of the highest calibre.

Dr. Natalie Kneeland
School of Distribution
Richmond Professional Institute
Richmond, Virginia

Dr. Kneeland has been active in many states in assisting with the development of sound programs of Distributive Education. Her influence has extended over the nation. Those who have sat in her classes have gone out inspired to attain higher goals, and many of them now hold important positions in the field of Distributive Education. As a training consultant, conference leader, curriculum development specialist, author, and research worker Dr. Kneeland is equally distinguished. Few leaders in vocational education have exerted such a wide influence in so many areas of the total program.

Dorothy Scott Lawson
Chief, Bureau of Home Economics Education
State Education Department
Albany, N. Y.

Dorothy Lawson began her professional career as a teacher of Home Economics. After serving as a supervisor of local homemaking and school lunch programs, she was appointed Supervisor of Home Economics Education, New York State Education Department. Since 1947 she has served as Chief of the Bureau of Home Economics. In addition to developing an outstanding State program of Home Economics Education, she has served as vice-president of the Home Economics Section of the AVA, is Home Economics representative on the Editorial Board of the AVA Journal, has edited a series of home economics text books and has contributed many editorials and articles to professional publications.

Miss Marguerite Loos
State Supervisor of Distributive Education
Columbus, Ohio

Miss Loos was the first woman to become a state supervisor of Distributive education. During 21 years in that office she has devoted her energies and talents to the promotion of Distributive Education, both nationally and in her own state of Ohio. She was active in the promotion of DECA, serving as a member of the National Advisory Committee of DECA as well as president of the organization for one term. A loyal supporter of the AVA, Miss Loos has attended 19 of the past 20 annual meetings. She has held such positions as membership on the Public Information Committee, chairman of the Committee for the Organization of the National Association of Distributive Education Teachers, member of the Policy and Planning Committee, and many others. As president of the National Association of Distributive Education Supervisors she developed and carried out plans to strengthen this organization. She has also been active as a member of the important DE Advisory Committee for the National Retail Merchants Association.

Dr. Mildred Weigley Wood
Coordinator of Family Life Education
Phoenix Union High School System
Phoenix, Arizona

Dr. Mildred Wood began her professional career as an instructor of Home Economics in the elementary schools of Joliet, Illinois, in 1906. She has the distinction of having held the position of State Supervisor of Home Economics in two states: Minnesota and Arizona. Her popularity as a teacher is indicated by the fact that she was invited to teach summer school classes in eighteen institutions of higher education. She is a co-author of numerous books, including, "Foods and Sanitation," "Managing the Home," "Family Living in Our Schools," and "Living Together in the Family." The number of technical and professional articles she has written for magazines is indeed impressive. Through these publications as well as through her teaching, she has exerted an influence that is both significant and far-reaching.

1960 AWARDS OF MERIT

Mrs. Theresa Bachman
Licensed Practical Nurse
Boise, Idaho

Mr. Edward R. Eastman
Editor, Publisher, President of the Board of Directors
American Agriculturist Magazine
Ithaca, New York

Mr. Teodoro Moscoso
Administrator, Economic Development Administration
San Juan, Puerto Rico

The General Electric Company
270 Lexington Avenue
New York, New York

A Balanced Program of Industrial Education

Thaine D. McCormick
T & I Teacher Trainer
Kansas State College of Pittsburg

I was pleased to receive the invitation to discuss with this group "A balanced program of Industrial Education in the High School in the United States," from the viewpoint of the Industrial Educator. May I hasten to warn you that it is not likely that I will be able to present anything excitingly new on a subject which has already received considerable attention by the members of this audience. It is, however, sometimes more beneficial to hear basic concepts restated with firm convictions and enthusiasm than to encounter new concepts that are untried.

The urgency of achieving a balance in our program of Industrial Education is something that I can generate considerable enthusiasm and have strong convictions about. It has been my choice to discuss the subject in a general way rather than to deal with the more specific aspects of curriculum and details of offerings which might be included in any particular program.

Let us review in general the broad elements which, when skillfully merged, provide the potential of a balanced offering in Industrial Education as an integral part of the High School curriculum.

The first of these elements, and to be sure the very grass roots of the total Industrial Education program, is the Industrial Arts. If this area of the Industrial Education program happens to be your first love and if you have at times felt that Industrial Arts is losing its importance, please review the basic objectives of this facet of the Industrial Education program. They are, in my opinion even more important in this day of technological development than they have ever been before. You have no doubt noted that in Dr. Conant's recommendations resulting from his comprehensive study of the junior high and high schools of the United States that Industrial Arts is included in the recommended offerings. The basic objectives of Industrial Arts will remain sound tomorrow as they have been sound in the last decade. The challenge to the Industrial Arts teacher in this day of accelerated industrial development is to be sure that the industry he interprets to his students through his program is the industry of today and not that of yesterday. The speed with which change is affecting the area of human knowledge, about which the Industrial Arts teacher is to teach our youth, reminds me of the truth in my Father's saying, "It's what you learn after you learn it all that counts." A continuing vigilance will be required of the Industrial Arts teacher if his program is to contribute as it should to the balanced program of Industrial Education we seek in the high schools of the United States.

A second element which should be included in a balanced program is that of Trade and Industrial Education. In the nearly half a century that this program has been serving the youth of this country's high schools through its day trade programs and later through its cooperative programs the creative manpower needs of American industry have changed somewhat. These changes have not, and will not, I believe, reduce the important functions of this program.

There are those who would argue that in this age of automation and mass production the need for skilled craftsmen no longer exists. I would remind these individuals that improved machinery is the result of improved craftsmen. The improved machines of modern industry are the product of better trained and educated industrial workers at all levels of the work force. The well trained craftsman is still in demand in modern industry.

The skilled craftsman is still vitally needed in both the service and manufacturing function with the major increase in the service areas. There is, to be sure, a great deal more "box exchange" type of maintenance today than in the past. The craftsman will continue to serve an important function in the service occupations. There is, of course, a great deal of "unit exchange" in the servicing of equipment. But recently in a speech made to a group of Industrial educators, by a representative of the FAA, it was stated that the unit exchange method of repair was proving too expensive and that maintenance personnel for this organization at least, were expected to be able to detect the detail causing the malfunction and be able to repair the difficulty—not replace the unit.

We have now had a third area which I believe to be a necessary addition to the Industrial Education program. I speak of Technical Education. When I refer to this facet of the program I do not limit my thinking to the program as specifically provided for by Title VIII of the National Defense Education Act, but rather any of our Industrial Education classes which have as their controlling purpose that of training for employment in jobs which are classified as technical. These are jobs which function at a level between the engineer and the craftsman, where the individual is being paid more for what he knows and must remember as he works rather than for his manipulative skills and abilities. I believe that in this period of education, when at every turn we hear educators talking about "the pursuit of excellence," "the academically talented students," and "accelerated programs," we must adjust our

Please turn to Page 3

from the Public Information Committee

Informing School Board Members. In spite of many obstacles, some information about vocational and practical arts education occasionally leaks through to members of our boards of education. An example is the article by Robert R. Denny in *The American School Board Journal* for December, 1960, which describes the Des Moines Technical High School. The article includes building plans and information about the school's offerings for high school students and adults.

One of the major concerns of the Committee on Public Education has been to get through to members of boards of education, who make the most important decisions about vocational and practical arts education. There are various ways of reaching them:

—through school administrators who meet regularly with boards and are expected to propose school policy,

—through school-wide advisory committees and advisory committees for vocational and practical arts education who are expected by boards to react to and recommend policies for this kind of education,

—through regional, state, and national organizations of school board members and the magazines which go to board members,

—through putting in the hands of individual board members the publications of the AVA Committee on Public Information and other materials to acquaint them with our field,

—through arrangements for supervisors and directors of vocational education to meet periodically with local boards to discuss their program of vocational education,

—through consultative service to boards provided by teacher education institutions.

Access to boards and board members can be had, but only here and there are we making good our opportunities.

Explaining the Function of the Practical Arts. One of the most widespread misunderstandings on the part of the public is a misunderstanding of the role of the practical arts in education. Commonly the practical arts and vocational education are confused. Too many communities are satisfied that they have provided adequately for vocational education when they have provided a program in practical arts. Other communities, lacking programs in the practical arts, have used state and national funds for vocational education to provide them. A considerable part of so-called vocational education in agriculture is devoted to doing what would be done in practical arts programs in agriculture if these programs were provided. Farm mechanics is used in part to take the place of industrial arts in schools which do not offer industrial arts.

Even vocational educators need a better understanding of the history and philosophy back of the practical arts subjects, the extent and the standing of the practical arts in American education, and the ways in which vocational and practical arts education supplement each other.

A publication of the Committee on Public Information by H. H. London and Mark Nichols, now in press, will be very useful in clarifying the functions of practical arts education and its relationship to vocational education. Entitled *Vocational and Practical Arts Education in Relation to Economic Well-Being*, it points out the complete dependence of any society upon the development in individuals of the practical arts and vocational abilities by which a society lives. Write the AVA office to reserve your copies for use primarily with school board members, legislators, school administrators, members of citizens committees, and officers of organizations interested in the schools. But reserve a few copies to use with vocational (and other) teachers, many of whom are as confused about the practical arts as the lay public is.

Informing School Board Members about the Practical Arts. Dr. Rupert N. Evans of the University of Illinois has recently illustrated both of the points the column for February is trying to make. The November-December, 1960, issue of *The Illinois School Board Journal* carries an article by Dr. Evans entitled "The Curriculum Benefits from Industrial Arts."

Illustrative Public Information Programs and Materials Requested. The Committee on Public Information needs reports of programs of public information and examples of materials used to reach school board members and others to explain the nature and function of the practical arts and other parts of programs. These will be used in developing kits available to states and communities which will describe and illustrate programs of public information. Send these materials to Dr. M. L. Barlow, who is in charge of the project, School of Education, University of California, Los Angeles.

Here is the Public Information Committee. Standing, from left, Melvin Barlow, Bill Dayton, Lowell Burkett, H. H. London, Ted Goldman, Wally Randleman, and Jarred Lindsey. Seated, Franklin Keller, Mrs. Rosa Loving, H. M. Hamlin, Pauline Burbrink, and J. R. Kirkland.

Applied Mathematics Courses Related to Industrial Arts

Dale Carpenter
Mathematics Supervisor
Division of Secondary Education
Los Angeles City Schools

SOME SCHOOLS offer a separate applied mathematics (or industrial or plied mathematics (or industrial or shop mathematics) course. This is not done, however, because they believe it to be better to teach practical mathematics in a so-called separate course than in close relationship to actual industrial arts shop work. It is simply that in some cases, it has been found to be a good thing to do. So I'd like to call your attention to the advantages of a separate applied mathematics course and what is entailed in planning, organizing, and offering that subject.

First, let's compare the applied mathematics courses with those in the more traditional college preparatory mathematics. In endeavoring to list some units or topics that may be used to best advantage in applied mathematics courses and others that may be used to best advantage in the college preparatory courses, I found that I could not draw a line between the content of these two types. Units or topics such as experimental solutions, operations, fractions, triangle solutions, tolerances, formulas, exponents, interpolations, linear measurements, scientific notation, areas and volumes, and geometric constructions are equally important in both types of courses.

In order to see where these applied mathematics courses may be of value, let's take a quick look at the purposes of each of the two types. College preparatory mathematics studies are sequential content courses for college preparatory students and for majors in mathematics and science. They are, by nature, articulated, and each course is developed according to a prescribed sequence. On the other hand applied mathematics is for students who are working toward a more immediate objective. They help students solve their immediate mathematics problems, to understand how they may use mathematics in future occupations, and to

Dale Carpenter is the author of a series of mathematical textbooks, grades one through eight. "Applied Mathematics Courses Related to Industrial Arts" was the subject discussed by Mr. Carpenter at each of nine Seminars on Mathematics-Industrial Arts Education held on nine campuses of institutions of higher learning in California during the 1960 Summer Session. These seminars were conducted under the provisions of the National Defense Education Act, Title III.

The purpose of these seminars was to suggest methods that industrial arts teachers could use in applying mathematics in industrial arts activities and to assist these teachers in implementing the material appearing in the California State Department of Education: *Mathematics and Industrial Arts Education.*

discover that they will probably need to use more mathematics than may be evident at any particular time in their industrial arts shop work. The content of the applied courses needs to be practical in the sense that students should see that what they learn has immediate value. They should deal with practical problems that must be solved through the use of mathematics.

Let us not create artificial problems that must be solved by using mathematics, but instead, let us utilize mathematics that is needed to find satisfactory solutions to practical problems. This should be done in the way that it is usually done in a mathematics classroom.

Think of this process in reverse for a moment. If a mathematics teacher picks up some idea in the area of measurement that is rather concrete, he should use the idea as it is commonly used within a problem in industrial arts. There should be no conflict between the two approaches—in one, the need arises with the student, in the other, the teacher causes the student to feel the need. In both instances, the problem application is practical in nature.

Special Students

We should remember that in shop practice, as well as in mathematics practice, we should be cognizant of the slow learner, the average learner, and, of course, the more rapid learner. For the more capable students, units or topics such as the right triangle, trignometric functions, slide rule, equations, and so forth, may well be included in an applied mathematics course. I should point out here that I am not implying, nor am I suggesting, that the industrial arts teacher should take time out from his project work to put in a unit on the trignometric solution of a triangle. Rather, that in a related course, it may be advisable to have such a unit available for use if it is needed.

If a separate course in applied mathematics is provided in your school, then you will have to consider the problems that arise as a result of the relationship of the course to the total curriculum. Students who are slow in mathematics may need to take applied mathematics courses. However, the courses should not be looked upon as a so-called dumping ground for students who are poor in mathematics or in any other subject field. Good teaching and good materials are essential to the success of the applied mathematics program just as in any other program. In the Los Angeles City Schools, we have had many years of rather successful experience with applied mathematics courses which we call industrial mathematics courses. They are designed especially for students who have reasonable ability in basic arithmetic and are interested in industrial arts. The courses are conducted by teachers who have good backgrounds and special interests in both of these areas.

Applied courses should be a part of the mathematics curriculum. However, the teacher should be one who has both background and interest in applied mathematics. He could be an industrial arts teacher who has a background and interest in mathematics or a mathematics teacher whose background and interest lie partially in the field of industrial arts.

Encourage Students

It is the responsibility of all shop teachers to encourage students to utilize in shop problems the mathematics that they learn in the courses they are taking or have taken. Mathematics teachers, both those of college preparatory and the applied mathematics courses, should use appropriate shop problems and materials to illustrate the mathematical concepts being taught and thereby give a sense of reality to the mathematics. The coordination of mathematics in the industrial arts problem and the mathematics class problem is not a one way street. It involves mutual understanding of the problems and cooperation in solving them. The industrial arts teacher who uses a poor or incorrect mathematics solution cannot be excused for his action. The mathematics teacher who uses an impractical problem to illustrate a point when the real problem is available cannot be excused for his failure to do so. The teacher of applied mathematics should have available the instruments and tools that are commonly used in the shops. Every teacher of mathematics should make it his business to visit the industrial arts teacher and his classes and every teacher of industrial arts should make it his business to visit the mathematics teacher and his classes. Possibly, the industrial arts teacher could make suitable demonstrations of the use of measurement and other phases of mathematics for both the college preparatory and applied mathematics classes.

If your school provides a separate applied mathematics course, don't overlook the fact that the course means many things to many different persons. The administrators and counselors must be in accord with the reasons for this course. And, if it is to succeed, both the departments of industrial arts and of mathematics must have a friendly relationship with each other and understand the purposes of the course.

CONVENTION CHEERS

". . . The outstanding success of the AVA meetings was due in no small measure to your fine preliminary work and organizational ability. You may well take pride in the accomplishment."

—Alton D. Ice
Austin, Texas

". . . How nice to have the privilege to attend a meeting national in scope . . . one which tends to promote self-evaluation thus enabling a person to return home to do a better job in his chosen field . . ."

—Donald Kabler
Corvallis, Ore.

". . . Another very excellent program for the annual AVA Convention. We are quite sure the Los Angeles program has not been excelled by any previous convention which we have attended."

—O. H. Beaty, Supervisor
T & I Education
Des Moines, Iowa

"I should like to express my sincere appreciation to you and your staff for all the work and effort put forth to make the recent AVA Convention such an inspiring meeting. . . . This was my fourth AVA Convention, and, I believe, the best one. . . ."

—R. E. Hauptmann
Instructor, Vocational Agriculture
Mount Ayr, Iowa

"In all the meetings which I attended there were outstanding speakers, discussing things they knew. They were leaders in their fields."

—Frank C. Moore
Director, Industrial Arts
Cleveland, Ohio

The Potential of Auto-Instruction

Evan R. Keislar
Department of Education
University of California
Los Angeles

Auto-instruction involves teaching pupils with no direct contact between the pupil and the teacher. Communication with a pupil who is distant in time and space is possible through advances in recording and communication technology. The advent of the printing press, for example, made it possible for a teacher to teach students far removed in time and space. Other advances in providing records through still and motion pictures photography, through sound recording and, most recently, through television have extended the possibilities of such indirect teaching.

Mass media devices in their educational functions limit the relationship between teacher and pupil to a one-way contact. Auto-instruction provides a two-way interaction between teacher and pupil even though the teaching of the pupil is carried on at a distant time and place. What the teacher communicates to the pupil depends in part upon how the pupil has reacted to the previous communication. Since the method is primarily one of individual instruction, each pupil can move at his own pace. Both the nature and the timing of communications he receives from the teacher are adapted to his own progress.

One may well ask, "How is it possible for a teacher to have a two-way interaction with a pupil with whom he is not in direct contact, a pupil to whom he must communicate entirely through recorded devices?" It is true that this two-way interaction is highly restricted. In some methods of auto-instruction the pupil's responses are scored only right or wrong, or the pupil is given information so that he can score his own answer. But in other methods different information or questions may be presented depending upon the kind of answers the student gives.

Auto-instruction permits a closer approximation to the two-way interaction found in the usual teacher-pupil relationship—because the teacher who prepares the materials anticipates the kinds of responses pupils will make. The "feedback" given to the student is then recorded for all the kinds of responses the specific approach can handle.

Any pupil in elementary school is being taught by a number of teachers. Most important, is his classroom teacher. Yet, other teachers influence the child: those who wrote the books he reads, those who prepared the films he views, and in some cases teachers who prepared the auto-instructional materials. While these teachers are not physically present in the classroom they serve, indirectly at least, as important assistants to the classroom teacher. They may be used by the classroom teacher to help him attain his objectives.

Because auto-instruction embodies many excellent principles of good teaching it may become the most effective assistant to the classroom teacher. Before it can take an established place of this kind, however, auto-instruction as a field will require years of research, both basic and applied, and vast amounts of efforts in preparing the materials of a quality necessary for its success.

Auto-instruction is based not only on good educational practices but on fundamental learning principles. Auto-instruction represents an attempt to apply scientifically what is known about the learning process and to study the teaching process under controlled conditions. Many teachers who have prepared material for auto-instruction report that their own class room teaching was greatly improved, they found so much of merit in this approach that it became part of their own teaching skill.

All methods of automated teaching provide the following features:

1. The learner is given a carefully organized sequence of questions accompanied by greater or lesser amounts of information.
2. After each question the learner responds overtly. Some record is made of this overt response.
3. An evaluation of the learner's response is immediately supplied. While it may be merely a "right or wrong" evaluation, sometimes this evaluation includes an explanation of why the learner is right or wrong.

Automated teaching differs from the use of films, televised programs, or ordinary books in that the learner must

make an overt response, while in other approaches pupils learn because of implicit or overt responses. A second difference is that there is a feedback for this response; i.e., the learner finds out immediately whether he is right or wrong (and, in some methods, why).

The most important feature of automated teaching lies in the sequence of questions asked. This sequence usually takes the form of a series of very short items. Each item includes a question requiring either a multiple-choice or a completion-type answer. In this item may be given other information to help the learner get the item right; this information if used will presumably help the learner to answer other items later.

The critical aspect of this sequence is that the items are carefully written so that the learner is encouraged to give the correct answer each time. The step from one item to the next is so small that the learner can always generalize. Having gotten the one item correct, the learner is in a strategic position to get the next item correct. By the use of very small steps, the learner is helped to answer questions which he never would have answered at the beginning.

Automated teaching then requires that the learner be constantly active. It also provides the learner with a maximum of success as the questions change. The knowledge of results comes immediately after he makes the response each time. There is no waiting until the teacher can correct the papers. This high degree of success which the learner obtains is guaranteed by the preparation of the program. Items are revised in the early try-outs until all pupils for whom the program is intended actually do show a high degree of success. Items which appear to be difficult are altered or are preceded by other items to lead up to this difficult item. The item then remains no longer a difficult one. Success is assured through the use of small steps between the items.

Spelling—An Example

Take, for example, auto-instruction in spelling. The learner is shown a set of six slides—one at a time. The object is to spell the word *manufacture*. In the first frame he is asked simply to copy the word. In the second frame he is asked to supply four of the letters, M-A-C-T, and he is helped in this task by being shown the word *factory*. He is then asked to supply another part of the word in Frame 3. Special relationships of letters within the word are pointed out in frames 4 and 5. In the last frame, the learner spells the word without very much assistance. In other frames the learner would review this spelling in the context of new sentences.

In this series the child is not learning to spell simply by rote. Meaningful associations, such as root derivations, are utilized to the full.

The Answer

The child does not see the correct answer to each frame until after he has written down his answer. To keep himself from accidentally seeing the correct answer, a pupil might cover it over with a card, or the entire sheet might be placed in a manila folder and moved past a window frame by frame. Other, more elaborate devices have been developed to present the question, permit the learner to record his answer, and then to reveal the correct answer. The most feasible method is the use of a programmed textbook, a book in which the frames are printed on consecutive pages. For each frame the student simply turns the page to find the right answer in order to find out if he is correct.

While these programs all involve constructed responses, i.e., completion items, there are other programs available which use multiple-choice items exclusively. An important development is the contribution of Norman Crowder with his "scramble-books." In these books there is only one item per page. The student is given a considerable amount of explanation and then he is asked a multiple-choice question. For each alternative, a different page is listed. A student, is directed to another page in the book after he has selected an alternative to this item. On this new page he will be told whether he is right or wrong. If he selected a wrong alternative, he will be given "remedial instruction" which may involve one or more items (each taking him to other pages in the book) before he is returned to the main sequence. If he is right he will be given additional instruction and will proceed to more advanced questions.

Features of auto-instruction

1. *Success*

An all-important part of auto-instruction is that the learner experience a high level of success. There is considerable disagreement among people working in this field as to whether the learner should ever be allowed to make a mistake. Some persons feel that mistakes have instructional and motivational properties. Others maintain that no errors are desirable in a well-constructed program. While this hot issue will undoubtedly be resolved by further research, everyone agrees that the learner should be *largely* successful.

To guarantee considerable success, the program must be carefully prepared so that the sequence does not move too fast for the learner. This is accomplished by making the transition from one question to the next so gradual that the learner does not get left behind. We try to make the items easy enough so that every learner will be highly successful.

This high degree of success does not necessarily mean that pupils are being ill-prepared to meet inevitable failures later in life. In auto-instruction pupils are given difficult problems where they may have to work hard and long before getting the right answer. But such problems occur later in the program after the pupil has learned that persistence pays off.

2. *Individual differences*

Since auto-instruction is primarily an individual method of instruction, it offers possibilities of providing for individual differences. Each child moves at his own pace. It is possible that different programs, when they become available, may be taken by children all studying the same topic. For example, several children may be studying fractions but the material may be presented at an advanced reading level for the good readers and at an elementary level for the poor readers. We may even appeal to individual differences in interests if research shows that this is desirable.

It should be noted that auto-instructional methods can easily be adapted for group work. Individual frames can be presented by charts or by projecting slides. The class may give their answers individually on paper or they may discuss each question and arrive at a group answer.

3. *Understanding*

Although auto-instruction may be used for teaching rote learning, it has

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Summary: 1960 AVA Convention Program

Warren G. Weiler
State Supervisor, Agricultural Education
Ohio

I was asked to summarize the outstanding contributions that were made to agricultural education and to identify some of the challenges which the program pointed up. The assignment was accepted with the acceptance of a committee composed of the following:

Dr. Harold Byram, Head Teacher Trainer, Michigan
Dr. R. M. Montgomery, Head Teacher Trainer, Alabama
Mr. Julian Carter, President NVATA, New York
Mr. R. C. S. Sutliff, State Supervisor, New York
Mr. Bob Taylor, State Supervisor, Arizona

This report was prepared with the cooperation of this committee.

All of us have heard and read statements that agriculture is on the "way out" and there will be little need for vocational agriculture in the future. Apparently, those on the AVA program don't subscribe to these rumors. Speakers from the outside and from our own ranks expressed confidence in the future of agriculture and in the need for agricultural education.

We were told by several speakers that the family farm is not disappearing and proof exists that this is not hearsay. The *per cent* of farmers will decrease with the increasing population, but the *total* number of full- and part-time farmers has not changed significantly. However, the per cent of city people with a farm background will grow smaller and they will be less able to understand farm problems. This can have serious implications. This could be a reason for instruction in general agriculture, in addition to the general cultural and scientific aspects included in this subject.

In visiting the Los Angeles schools we saw that general and vocational agriculture are compatible, as they serve different groups. It was clearly demonstrated that general agriculture makes a definite contribution as one of the practical arts and that vocational agriculture can be adjusted to meet the needs of some city youth who have a valid vocational interest.

Speakers have reminded us that mechanization is a basic fact in all our culture and vocational agriculture must gear its program accordingly. Furthermore, we must not only adjust to, but give leadership to change. We must be as creative in our program as industry is in the development of our machines.

We were told that in vocational agriculture we have built a "good mousetrap," but do other people on local, state, and national levels know about it? We must "promote" in the broad sense of the word.

We were told by Dean Aldrich of the University of California that studies show vocational agriculture graduates do as well, and frequently better, in college than those with only the traditional academic background. He said further that vocational agriculture graduates have shown excellent leadership in college. Credit for this was given in part to experience gained in the FFA. Dean Aldrich said that vocational agriculture is a foundation program for the agriculture of the future and that it should not be thought of solely as a terminal course. Furthermore, it is a means of sustaining a boy's interest in agriculture and a holding power in the school.

The quality of vocational agriculture needs to be improved, science should be accented, and greater depth should be built into the program. Teachers, teacher educators, and supervisors should all be concerned with these aspects in their respective areas of work.

Rural youth should have an opportunity to participate in a comprehensive educational program, academic and vocational. We in vocational agriculture have a responsibility to assist in promoting the establishment of programs to train for farm, off-farm agricultural occupations, and also non-agricultural occupations. We must keep the welfare of rural youth in mind. Sometimes we may be tempted to promote only our own program, but we must realize that vocational agriculture cannot survive by itself. We were told we must ally ourselves with other vocational services and general education. Agriculture is no longer as politically potent as it once was.

We were told that we must work closely with guidance counselors. Agriculture offers a challenge to capable young people and we must inform pupils, parents, counselors, and administrators regarding these opportunities. Considerable research was suggested to determine the opportunities in off-farm agricultural occupations. However, teachers should continue to study opportunities in farming in local communities and help young farmers locate them. State leaders need to present a true image of agriculture to administrators and counselors through factual information and individual and group conferences.

One speaker said that vocational agriculture alone cannot be expected to adequately serve progressive farmers in this rapidly changing era. We need help from junior colleges and vocational and technical schools. Some states are doing much in this field, others little. We need aggressive state and national staffs to give status, provide leadership, and stimulate more thinking and action regarding this post-high school program.

A panel of teachers was an inspiration to all of us. The kind of programs revealed was a source of much satisfaction and some significant facts were noted:

1. Successful teachers are making increased use of community resources.
2. Successful teachers change the vocational agriculture program to fit the community.
3. A good educational procedure was demonstrated through the conduct of the panel.

We were told that local, state, and federal groups need to work together more. We have the good will of many administrators. We need their help to keep our program adjusted to meet local needs.

With the rapid changes in agriculture, it is essential that we have adequate communication at all levels. We must have greater coordination among various agricultural agencies, organizations, and institutions. A greater knowledge and understanding of basic economic principles must be gained by city and rural peoples if we are to go forward. We must have understanding and competency in international education if we are to work with the rest of the free world. One of our real needs may be for a national center to prepare leaders in agricultural education for roles in domestic and international education.

We have always had problems and difficulties in vocational agriculture, but perhaps not so seemingly perplexing and challenging as those which lie ahead. But the strength, the spirit of service, and the devotion to ideals shown by the members of this profession have not been surpassed by any comparable group. I am confident that these qualities will lead us to greater heights of professional achievements and usefulness.

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BALANCED PROGRAM . . .

From Page 32

program to be in tune with the more competitive influences of our time. We must insert some new types of programs, and perhaps adjust some of the old ones, to accommodate the "*industrially talented students*" and to remain in balance with the education system we are a part of and the industry we profess to serve.

Our schools do not operate in a vacuum nor can we operate in an ivory tower. In providing a balanced program of Industrial Education we must keep in balance with the environments of the times. If we are to provide a program of Industrial Education which is to include and attract the industrially talented high school student in his junior and senior years, the program must be pitched at a technical level. We must provide him with instruction that is more effective in its teaching potential than what he has readily available to him at the corner newsstand.

Today's balanced program of Industrial Education, then, would involve a careful blending of Industrial Arts, Trade and Industrial Education, and Technical Education. The objectives and philosophies of each area should be carefully retained and provided for as completely and effectively as staff, facilities, and size of your school unit will permit. Each should retain its identity, but the correlation should be so complete that no hard and fast lines be allowed to exist between the respective elements which make up the total of a balanced program. We should bind together in an effort to provide the education which will release the potential of each and every student, and be careful not to compete within the department for students with the same aptitudes and interests. To accomplish this will require a balance within ourselves. A balanced program of Industrial Education in our high schools is dependent upon the balance of its teachers.

It is my belief that whether your primary interest is that of Industrial Arts, Trade and Industrial Education, Technical Education, or a combination of these, you should strive to be first an educator, secondly, an industrial educator, and last, an Industrial Arts teacher, a Trade and Industrial teacher, or a technical teacher.

We have in Industrial Arts, Trade and Industrial Education, and Technical Education what I believe to be the basic ingredients of a balanced program of Industrial Education for our high schools in the United States.

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PRESIDENT'S REPORT . . .

From Page 11

and lay groups dealing with a most timely subject, Russia's program of education and how it is expanding its vocational program.

During the year, and in past years, AVA representatives have participated in programs of numerous organizations and the AVA has cooperated in other ways with many organizations in an effort to further the development and improvement of vocational education. We have joined the Council for Research on Education, which involves all organizations interested in educational research. AVA has also joined the Associated Organizations for Teacher Education, providing a working relationship with all teacher educators in the Nation. This year the staff members and officers of the AVA have participated in the National Graphic Arts Education Conferences, the National Safety Congress, the Rural Electric Association Job Training and Safety Conferences, the meetings of the Conference of National Organizations, Regional Apprenticeship Conferences, National Organizations of Vocational Students, and National and Regional Conferences on Vocational Education called by the U. S. Office of Education and a conference on Industrial Arts also called by the U. S. Office.

This is only a sample of the efforts being made by your officers and staff members to create and maintain a good climate in which vocational education may function and prosper.

Dr. Mobley has reported on the status of our legislative activities, so I will not dwell on that subject. However, in

Please turn page

closing, I must say that we have an enviable record on legislative matters among other educational organizations. While much of the credit is due to your work in the states and those leaders who go to Washington occasionally, most of the credit must go to our Washington office staff. Their wisdom, their footwork, and their dedication in handling our problems is unsurpassed by any other organization staff, even though they may be numerically much larger than ours.

The activities of the year are reaching a climax in the 54th Annual Vocational Convention. Approximately 2200 persons have been registered. A total of more than 800 persons are participating in approximately 215 different programs which have been scheduled. The impact of this Convention on the future development of vocational and practical arts education cannot be estimated, because the new ideas revealed and absorbed at this Convention will be carried to the states and local communities and will bear fruit over the years to come.

Now, my term of office as your President is drawing to a close. It is my hope that I have made a worthy professional contribution for all of the benefits which I have received from the American Vocational Association. I never realized before how *small contributions* of time and effort *by so many people* can add up to such *big returns* for all of us.

It would be a valuable document if *all of the past presidents* could record in one book all their impressions of the work of the AVA. If I were asked to list only two of the things which impressed me most, I would say first, the willingness of our members to respond when needed, including their tremendous ability in carrying through any task they undertake, and second, the stature of AVA and its influence in national affairs.

In Chicago, I accepted the honor and the responsibilities of the office of the Presidency of the American Vocational Association. Now, I thank you for the privilege of serving you in that capacity.

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LOS ANGELES . . .

From Page 7

enthusiastic in its reactions to Dr. Conant's message to your convention of last year because we felt that it was a strong endorsement of policies and programs which have been in operation in Los Angeles for some years. I refer in general to Dr. Conant's insistence that there shall be no antithesis between vocational education and academic education and that there should be "no prestige values attached to one type of specialized training or another."

In particular I refer first to Dr. Conant's restatement of his conviction that the comprehensive high school is capable of carrying on strong vocational programs. Most of you, no doubt, are aware of the fact that Los Angeles maintains in all of its senior high schools major sequences in homemaking, industrial arts, and business education, as a part of general education and in some cases as preliminary specialization.

Secondly, we welcomed Dr. Conant's endorsement of our post-high school vocational program in our seven junior colleges when he said, "Many of you here may be primarily interested in [the large and highly important post-high school vocational programs], and let me say I hope they will continue to flourish, particularly in the local community colleges." In this connection, I would remind you that our Los Angeles Trade-Technical College and our Metropolitan College of Business are junior colleges.

Perhaps you've already heard more about Los Angeles than you care to know. You have a rich and extensive program of activities planned for the Convention. It is the hope of the Los Angeles City Board of Education and the staff that your stay with us will be profitable and enjoyable. We want to thank you for choosing this as your convention city and for the inspiration and enthusiasm you bring to us.

Welcome to Los Angeles! May this be your finest convention!

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CALIFORNIA . . .

From Page 6

istrations. So these changes have not had the impact on the rest of the public school program that they have in the vocational area.

This may explain, at least in part, why vocational education has escaped much of the post-Sputnik storm of criticism. You have shown a record of continued improvement.

Perhaps some have interpreted this lack of criticism as evidence that there is little support for vocational education. This is a misinterpretation. There may be a few extremists who would return to the purely academic school. But they are few. The majority of critics has no such intention. Witness, for one, James B. Conant. His comment on your field was commendatory in an otherwise critical essay.

What heartens me most is not the lack of criticism of your field. It is evidence that the schism between vocational and academic education may be closing. The thaw is not here. Do not cite me as a harbinger of Spring. But I am optimistic.

If there is an overriding significance to this technological age and the scientific revolution which is creating it, it is this:

First, there is a compelling need to raise the general level of education. It is demanded by the needs of employment in a technological world. It is demanded by the needs of citizenship in a period of intense political, social, and economic evolution and revolution.

Second, there cannot be what Sir Charles Snow calls "The Two Cultures." The gulf between the scientific culture and the literary culture has been closing. The meeting of the two must be speeded, for in that meeting may lie more effective answers to today's problems.

Both these points involve public education. The dichotomy between academic and vocational areas does not fall along the classic lines of Snow's two cultures. It does, however, have some of the same weaknesses and dangers.

The sooner the dichotomy between academic and vocational is completely ended, the better public education will be. The rising level of competence demanded in all jobs should help in this respect. The educational needs of every

In a Nutshell . . .

From Page 9

cal arts and vocational education. Research reports were presented by the score to the assembled delegates, who questioned and discussed the findings in the light of their own experience and their own "back home" environment. And your reporter wondered if ever before in the history of vocational and practical arts had a professional group been so dedicated to the search for truth or anxious to utilize the results of research. The desire for change, based upon unquestioned evidence of the necessity for change, and not change for the sake of change, was a universal element in research discussions.

Thirdly, there was strong evidence throughout the convention that the delegates were looking to the future, and in particular to the immediate future of the Sixties. With every device at their command, the speakers and panel members probed the unknown to fashion an image of the future and to suggest navigational aids which may have value in sailing an uncharted course. Fear of the future received little or no attention but in its stead were courage, optimism, and readiness to meet the demanding challenges of the future.

Behind the scenes of the convention operated an organizational structure which was a marvel of perfection. Nothing was left undone or to chance. Months of preparation, including a number of dry runs, provided attention to even the smallest convention detail and every post was manned by competent convention craftsmen. Co-chairman J. Lyman Goldsmith and Lee W. Ralston and their small army of assistants were complimented continuously throughout the week.

The business of the American Vocational Association was concentrated in the activities of the Executive Committee. AVA President E. M. Claude brought the work of the year to a successful close and turned the official functions of the AVA over to the President-elect William B. Logan. Four members of the Washington staff of the American Vocational Association provided the final inspection of all activities and continued their role of "pivotal responsibility": Dr. M. D. Mobley, Lowell Burkett, Mrs. Elizabeth Horton, and Mrs. Bernice Anderson, provided not only the final assurance of the convention's success, but were sources of encouragement and enthusiasm for future activities.

"Ships through the ages have carried both the wares and the wisdom of one people to another", were the keynote words of William Nameny as he presented the SHIP'S CITATION to Mr. Samuel L. Fick, Chief of the Bureau of Industrial Education, California State Department of Education. Not only was the citation a high honor to Sam Fick, and to California, but it was symbolic of the mutual regard and appreciation of two groups of people who are jointly concerned with the "general welfare" in its broadest sense.

With reluctance the City of our Lady the Queen of the Angels watched the delegates depart perhaps with the same warm feeling that the Indians had when Cabrillo departed 418 years earlier.

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student will be much more the same than they have been in the past. Then this sorely maintained fiction that the academically inept go into vocational education will be laid to rest once and for all. The difference in levels of education between the two areas will be too small to sustain the contention.

The comprehensive high school is not going to disappear in the years ahead. It will be stronger than ever because of the closer relationship between academic and vocational. There is strong public support for both areas. Neither will be eliminated in favor of the other.

The best assurances of this balance is to maintain the quality of both programs. Under the stimulus of public debate, the academic program is being sharply improved. You in vocational education must do the same. The degree of improvement needed may be somewhat less. It is the fact of improvement and the resultant increase in quality which are important.

Add to greater quality in both programs a closer relationship between the programs and you have the best guarantee for continuance of the comprehensive high school. You in vocational education must help fulfill the prerequisites to that guarantee.

In closing, let me say that Californians in vocational education have been looking forward to this conference with great anticipation. That includes in particular the vocational education staff in the State Department of Education. This is a seven-year high point for us.

Again, welcome to California. Please accept the state's best wishes for a successful conference.

The ambition for world supremacy is no different today than in 1913 or the late 30's and early 40's. The tactics are the only difference. Today, incread of a Kaiser's legions or a Fuehrer's panzer divisions, we are faced with the Russian notion that world supremacy can be won through education and hard work. Behind it is a burning desire to surpass the United States in education, in production, in standard of living, in world trade.

The greatest sin of all against our selves and our flag is to fail when the tools for doing otherwise are available, but for the will to reach for them and put them to use.

—Howard Pyle, *President*
National Safety Council

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Russia . . .

From Page 16

search and vocational education in agriculture, will undoubtedly change this picture. This will make possible more workers available for industrial pursuits in the years ahead. It is reported that Russia has about 20 million factory workers compared with 17.5 million in the United States. A high percentage of worker time at present is spent in the manufacture of armaments and capital goods.

The Russians are realists and first things come first. And first things have to do with strengthening the state. With increased emphasis on vocational education in the trades and industries, industrial production should show an increase at an accelerated rate.

The work week for industrial workers is of 41-hours duration: seven hours a day for the first five days and six hours on Saturday. For most Russians Sunday appears to be a day of recreation. Industrial workers belong to trade unions which operate for building morale to reach planned production goals, for carrying out recreational activities and for building attitudes of loyalty to the state. Demands for higher pay seems not to be a union perogative and there hasn't been a labor strike since 1917.

A minimum wage for industrial workers are classified in grades 1 to 7, from manual to highly skilled, and the wage rate for the latter approximates 1,000 rubles per month. Secondary teachers receive 1,100 to 1,300 rubles and principals from 1,500 to 1,700 it was reported. Highest paid civilians are full professors in technical institutes and universities at around 5,000 rubles with an opportunity to receive half again as much more for research work.

But how do we compare with this great country, which Winston Churchill once described as a riddle wrapped up in a mystery inside an enigma? In land area it is the world's largest: one and one-half times the size of the United States and inhabited by 212 million people who speak 60 languages and who come from 180 ethnic backgrounds. This is a country which has been overrun by the Mongols, the Turks, the French and the Germans and which Stalin avowed would never again be so weak or backward as to be overrun by the armies of any other country. This too is the country where only four per cent of the population belong to the Communist party — a dedicated few who control the lives of the masses, with one thought in mind —bringing the world under the domination of Communism with whatever means it takes to do it.

With this as their goal and recognizing education as the chief tool of accomplishment, Russia is committed to give every young person that kind of an educational opportunity which will aid him in developing his ability potential to the greatest degree of efficiency to increase productivity of the state.

Are we then to conclude that Russia's educational system and particularly her vocational education procedures are better than ours today? A three-week's observation of education in the Soviet Union brings an emphatic "No!" to this question. Observations and comparisons in this regard as they pertain to vocational education may be summed up in the following:

When sputnik was shot into the air in October, 1957, we ran like chickens in a hail storm to copy Russia's secondary education patterns as they existed then. We reasoned that we needed more mathematics, more science, more foreign language, to get more engineers to compete with the Russians in getting more missiles up in the sky. And all of this when Russia was changing her secondary procedures to make them more like ours with a high percentage of secondary students heading towards vocational training. May we keep cool heads and not fall into this booby trap and forsake our emphasis on vocational education!

> "Excellence is an art won by training and habituation. We do not act rightly because we have virtue or excellence, but we rather have those because we have acted rightly. We are what we repeatedly do. Excellence, then, is not an act but a habit."
>
> —Aristotle

Russia is copying a number of our sound methods in vocational education. The four-step instructional procedures propounded by Skipper Allen in 1924 have been taken over in total. Learner performance and the evaluation of the performance is especially important to the Russian leaders in vocational education. Cooperative programs are easily conducted there because the government owns the industry as well as maintaining the schools. Learning to do by doing is a sacred concept with the Soviets today.

The conservation of manpower is important in the new Russian school plans. Gosplan determines the number of workers needed for each job or field of jobs and this number of workers is trained in vocational schools—no more and no less.

Visual aids are an important instructional device in the minds of vocational instructors and teachers. We saw some of the best visual aids in some Russian vocational schools in the form of demonstration panels that we have seen anywhere.

If there is one word that describes student attitudes toward education more than another it is *Work*—dedicated devotion to work. Education in Russia is a terrifically competitive thing and students study hard. Yet, one gets the impression that this dedicated devotion in vocational education is beamed toward the goal of robot automation fellowship. Individual thinking and imagination doesn't seem to be wrapped up in the Soviet instructional package. Vocational students in our country might profitably be imbued with a greater devotion towards work, but work without imagination, creativeness and individual initiative is certainly not our goal, for these are the qualities which have made for greatness in private enterprise America.

However, Russian leaders are glorifying vocationally trained workers and through recognitions of various kinds are attempting to make them feel socially on a par with professionally trained personnel. The social conscience of America might well consider moving vocational education up a few notches on the totem pole of educational respectability, for indeed skilled workers and industrial technicians have been, are now, and always will be a cornerstone in America's productive might.

Vivid in our memory of the Russian trip in this regard was the May Day Parade in Moscow on May 1st. We stood with our Russian guides against the north wall of the Kremlin near Lenin's tomb in Red Square and watched this spectacular extravaganza with about a million others. After the introduction of Nikita Khrushchev, members of the Presidium and other dignitaries, Marshal Malivosky delivered the address of the day stressing peace and friendship but emphasizing Russia's military might. This was followed by an impressive parade of Russian military strength in all of its ramifications. Following this was a stupendous spectacle never to be forgotten—600,000 workers marched through Red Square carrying banners, pictures of Lenin, Stalin and Marx, waiving forests of artificial flowers and singing the workers' song "Moscow in May." Morale seemed to be high among these workers, many of whom carried banners stating they had exceeded their production goals. The "surpass America" atmosphere was brisk and pungent. Ironically while the parade was in full swing in Moscow, the American U-2 plane was shot down a thousand miles to the east near Sverdlovsk.

Another memorable experience was during the evening of May 1st when Dr. London and I conversed with several hundred Russian youth in the square near the National Hotel. In serious attentiveness these youngsters asked many questions about the people and conditions in the United States. Questions about belief in God, what American youth does about school, work and recreation, who will win the cold war and what America is doing for its poor starving workers who are being trodden under the heels of the capitalists were asked and I hope properly answered. These young people seemed ultra eager to know the truth about America and her people.

Such experiences as these are most sobering in provoking thought about the destiny of America. What are we striving for? Why do we dash about at maddening tempo as if we are all drunk with speed? What is our national purpose? What are our individual goals—two cars in the garage, more money in the bank, a new home on the hill, a yacht in the bay, a summer cottage in the mountains, a shorter work week? What?

These are challenging questions when this Godless force we call Communism has in 43 short years enslaved 900,000,000 people behind its grissled walls. And think of it, one-third of the whole human race is governed under the aegeus of this force which has as its avowed purpose the communizing of the whole world with whatever means it takes to do it and with the philosophy that the ultimate goal will justify any means of accomplishment.

Let us not forget either that the flag now on the moon is not the national pennant won by the Pittsburgh Pirates.

This is no time for smugness on our part; likewise, it is no time for hysteria either. But it is time for every one of us to listen and look and think and pray and work with the best that is in us to preserve our freedom. There are but two ways out of our dilemma. If either side pulls the trigger we face only the grim spectre of an Armaged-

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don. This cannot be. The other alternative is to learn how to get along and live in the same world with Communism. In this we must follow the policy of "carrying a big stick but speaking softly." And a powerful element inherent in this big stick is vocational training for the millions of youth who will live and work in this great country to keep it productively strong, and vocational training for those thousands of American youth who will become vocational-education pioneers and vocational-education ambassadors to countries less privileged than ours. We must extend more vocational education know-how to such countries and do it quickly.

Democracy can function only when it is underpinned with the foundations of successful private enterprise in action. Vocational training with its know-how and know-why of work forms a solid base for such action and aids it to function effectively and efficiently.

May we continue to improve our program and especially those of vocational education so that every youth in America can develop his abilities to the maximum in terms of his interests as a productive citizen within the framework of democracy. This is our greatest safeguard in developing America's might! And with our might may we become more excited about keeping democracy on the offensive for right!

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Auto-Instruction . . .

From Page 37

particular value in teaching for understanding. By presenting a large variety of approaches, relationships and illustrations for each concept or principle, the "web of meaning" can be promoted in a thorough fashion. Many studies are available to show how thoroughly genuine understanding may be developed through auto-instructional materials. In this way the child is prepared to gain insight, and insight is not something to be left to chance or the pupil's own nature.

4. *Motivation*

In addition to providing a high degree of success for the learner, two other sources of strength for high motivation are to be noted. First is the program itself. Like a well written textbook, a good program will "sell itself" by teaching the student valuable outcomes, by the use of humor and drama, by resolving paradoxes. Secondly, the teacher will plan activities so that the pupil will be rewarded for learning so well from the program. For example, a junior high school boy who is able to build a radio as a result of a program in physics will need little encouragement to continue using auto-instructional materials.

While there is certainly a novelty effect present in many studies of auto-instruction, there is evidence that this does not have to be important. College students over the period of an entire semester have shown continuous interest for many programs. Porter found no serious loss of interest on the part of sixth grade children with a year's work in spelling.

5. *Possibility for improvement*

If a program fails to yield the best results, the program writer is able to identify many of the weaknesses of his program by finding out what items were missed. He is told very specifically where he must revise his program. In the usual teaching situation such specific information is not available. So, one of the most important features of auto-instruction is the possibility of improving the instruction. This feature permits a program writer to teach more closely at the level of his pupils. He can always learn more exactly where the pupils are, how they think and how they learn.

6. *Research in the teaching process*

Auto-instruction offers the teaching profession a research tool for the study of the teaching-learning process. It provides two important requirements for the scientific study of education: (1) It gives a high degree of control and standardization of the teaching environment. Every child, if desired, is given the same set of information and questions. (2) It supplies an objective record of what happens during the teaching process, since the behavior of the pupil at each step can be recorded for further study.

In discussing auto-instruction the focus must be placed upon the program, the sequence of questions and information supplied the learner. It is a stock joke today that we have more kinds of gadgets and devices for presenting such programs than we have programs of any scope. The profession of education must take responsibility for the development of such programs for the schools. This is a difficult and time-consuming task, but the persons who write the programs will have immense influence upon school children.

But since programs can be flat, uninspiring and inefficient, what we need even more today is research on how to prepare good programs. Although there are a few helpful principles, most program writing today is simply done on an intuitive basis. When we discover more of the secrets of good program writing and use we will know more about good teaching. There is so much uncertainty about the best procedures that no wave of enthusiasm should lead school people to commit themselves to major projects in this area except on an experimental basis. But we do need to support all of the investigation and experimentation in this area of auto-instruction.

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Resolutions . . .

From Page 24

Trade and Industrial Education Branch of the United States Office of Education for establishing such a worthwhile committee and urge the Office of Education to continue the activities of this committee, including provisions for a regular schedule of meetings of the committee in order to accomplish the much needed services to the United States that will result from this committee's activities.

LUTHER HARDIN: *Past President, Agricultural Education, National Vocational Agricultural Teachers Association, Inc.*
Searcy, Arkansas

CORA A. WARNER: *Supervisor, Business Education, Los Angeles City Board of Education.*
P. O. Box 3307, Terminal Annex, Los Angeles 54, California

JOHN M. CHRISMER: *State Supervisor, Distributive Education, State Department of Education.*
10th Floor, Capitol Building, Lincoln, Nebraska

JOHN L. FERGUSON: *Guidance, Associated Professor of Education.*
University of Missouri, Columbia, Missouri

ATHOL R. BAILY: *Associate Professor of Industrial Arts.*
University of Washington, Seattle 5, Washington

ERNEST G. KRAMER: *Assistant Chief, Bureau of Industrial Education, State of California Department of Education.*
State Education Building, 721 Capitol Avenue, Sacramento 14, California

MRS. EVA W. SCULLY, *Chairman: State Supervisor, Home Economics Education, State of Arizona.*
400 Arizona State Building, Phoenix, Arizona

from the U.S. office

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E. L. Johnson, program planning specialist in Agricultural Education for the Pacific Region, left January 1 for 10 weeks of special work in Peru under auspices of the International Cooperation Administration of the State Department. In Peru, he will work with education officials of that country in the further development of their vocational agriculture program on the secondary school level, and the student organization, Future Agriculturalists of Peru. He also is expected to assist in setting up plans for an organization similar to the FFA Foundation. Three workshops for Peruvian teachers of vocational agriculture are planned during his visit.

Studies of Home Economics in High School and in Adult Education Programs, 1955-58, OE83005, Vocational Division Bulletin No. 286 is now available from the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C. at 70 cents a copy. This bulletin reports studies dealing with problems encountered in developing home economics secondary school programs, homemaking education for adults, ways teachers have studied certain new home products, and various aspects of administration and supervision. Dr. Ivol Spafford, Consultant to the Home Economics Education Branch in cooperation with Edna P. Amidon, Director, Home Economics Education Branch carried major responsibility for this report. In undertaking this project the branch is continuing its goal to encourage teachers and supervisors in an experimental approach to teaching and supervision in order to discover sound bases for the improvement of their program.

John A. Beaumont, Director, and George Sanders, Program Specialist, Distributive Education Branch, participated in the annual meeting of the National Retail Merchants Association in New York City, January 9-12. Mr. Beaumont addressed a session using the topic "Implications of Distributive Education Research for Retailers." Mr. Sanders assisted with the booth for distributive education which included publications on the program.

"Practical Nursing Across the Nation" was the topic presented by Helen K. Powers, Program Specialist for Practical Nurse Education, at the AVA Convention on December 7. Although commendation is due the practical nursing educators across the country for the rapid growth in numbers of programs and for the greatly improved quality of these offerings, Miss Powers stated that there needs to be continued efforts toward increasing the numbers of graduates. Although one year is a relatively short period of time for training practical nurses, new curriculum patterns and better instructional methods show that one year does provide sufficient time to prepare an effective practitioner in this field.

John P. Walsh, Director, Trade and Industrial Education Branch, made a visual presentation of the "Scope and Mission of Trade and Industrial Education" while working with local directors of vocational education of Massachusetts assembled for their annual conference at New Bedford, January 10-11.

Suggestions for an agenda for the National Conference on Institutional Teacher Education to be held in Chicago, June 4-9, 1961, were made by the consulting group of regional representatives meeting in Los Angeles December 7, 1960. Led by John A. Beaumont, Director, and Mary V. Marks, Program Specialist, Distributive Education Branch, the group recommended interest areas in pre-service collegiate programs, in-service professional improvement, and special preparation in the adult program.

MRS. FEE . . .

From page 17

vice-president and treasurer of the Department of Home Economics of N.E.A. and is now serving as a regional representative for Wyoming, Colorado, and Utah.

She is a member of Delta Kappa Gamma, Phi Kappa Phi, Omicron Nu, and Administrative Women in Education.

At the time of her marriage, Mrs. Fee moved to Nebraska, living in Omaha and York until her husband's death.

She is active in religious work in Denver and other community organizations.

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MRS. LOVING . . .

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Visory Council, the Resolution and Public Information Committees. She has represented AVA in the Council of National Organizations and the National Project in Agricultural Communications. She has served on the Nominating, Membership and Auditing Committees. As Vice President of AVA, she has represented the Home Economics Division on the AVA Executive Committee, the Coordinating Council on Home Economics Education in AVA, AHEA and NEA and the Advisory Boards of the Future Homemakers and New Homemakers of America.

Mrs. Loving is a native of Virginia. She graduated from Rustburg High School, Rustburg, Virginia, and received degrees from Madison College, Harrisonburg, Virginia, and Teachers College, Columbia University, New York, where she specialized in curriculum development in Home Economics Education.

Mr. and Mrs. S. L. Loving make their home in Richmond, Virginia.

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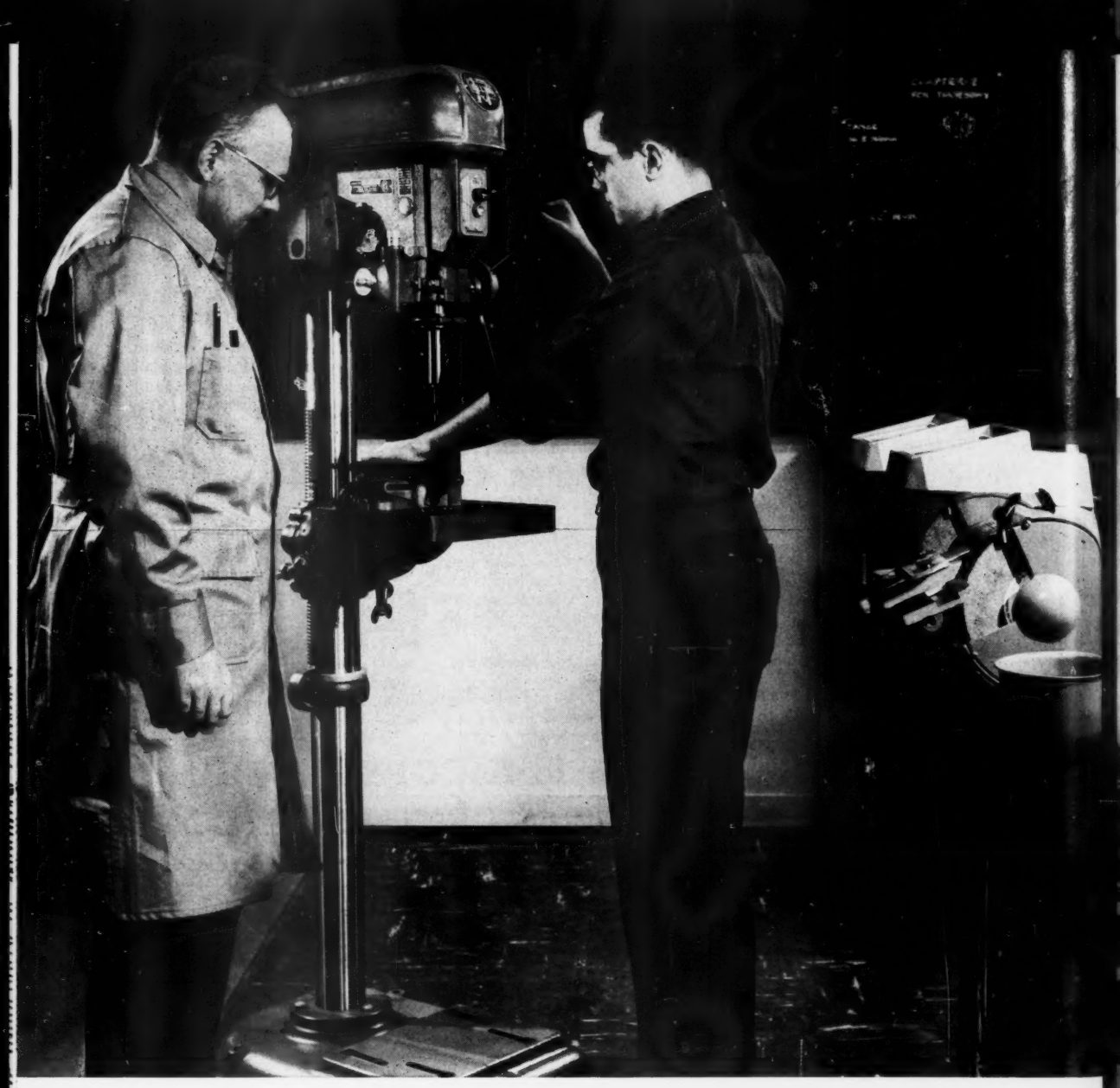

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